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ABSTRACT

This volume of supplementary materials is intended for use in the Department of State's Intensive English as a Second Language, Cultural Orientation, and Pre-Employment Training Program for United States-bound Southeast Asian refugees. It contains an introductory section on the program's history, descriptions of the program sites in Bataan (Philippines), Galang (Indonesia), and Phanat Nikhom (Thailand), notes on content standards, an activities guide, training guides, and resource materials for the cultural orientation component of the program. The section on content standards outlines the development of standards, a synopsis of content by topic area, a topical list of content standards, additional recommended subtopics, and an alphabetical list of standards. The activities guide contains information concerning classroom orientation, time management, communication, housing, employment, consumerism and finance, community and social services, health and sanitation, social roles, resettlement and sponsorship, the transit process, and an integrated curriculum model. The training guides include materials for teacher training and classroom use concerning staff development, training techniques, and use of resource materials. A section on resource materials lists print materials used by all three sites, print materials developed by the sites, and audiovisual materials used by all sites. (MSE)

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CULTURAL ORIENTATION RESOURCE MANUAL

Volume III
Supplement 1983

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This is one of three volumes which bring together an update of materials developed for use in the Intensive English as a Second Language, Cultural Orientation and Pre-employment Training Program in Southeast Asia since the first ESL and CO Manuals were published in June 1982*. The three volumes are:

Cultural Orientation Resource Manual Supplement
English as a Second Language Resource Manual Supplement
Pre-employment Training Resource Manual

CONTRIBUTING AGENCIES

Thailand

- The Consortium:
  - Save the Children Federation (SCF)
  - The Experiment in International Living (EIL)
  - World Education (WE)

Indonesia

- A consortium of:
  - Save the Children Federation (SCF)
  - The Experiment in International Living (EIL)

Philippines

- International Catholic Migration Commission (ICMC)

Southeast Asia

- Refugee Service Center (RSC)
  Center for Applied Linguistics (CAL)
  Manila, Philippines

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Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007

(202) 298-9292

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1982

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INTRODUCTION

The Intensive ESL/CO Program

The IESL/CO Program began in October 1980 at refugee camps in Hong Kong, the Philippines and Thailand and in May 1981 at a camp in Indonesia. The purpose of the program is to provide basic survival English and cultural orientation skills for U.S.-bound refugees. The training emphasizes self-sufficiency. The different implementing agencies have been responsible for developing lesson plans and classroom activities based on regional curricula for ESL and CO and since August 1982 for Pre-employment Training. The agencies have also developed training programs for teaching and supervisory staff. The students in the 14 to 20 week program range in age from 16 to 55 years and come from the countries of Vietnam, Cambodia and Laos. They are placed in classes at one of five levels, A, B, C, D or E, according to their English ability with A being the lowest and E the highest.* CO classes are conducted primarily in English and are interpreted into the various Indochinese languages by specially trained refugee aides called Assistant Teachers or AT's. A 10% sample are given pre- and post-program tests to measure their knowledge of the CO competencies. The tests are given in the native language of the students.

At present the program is offered at three sites by the following agencies:

Bataan, Philippines:	International Catholic Migration Commission
Galang, Indonesia:	A consortium of: Save The Children Federation The Experiment in International Living
Phanat, Nikhom, Thailand	The Consortium: Save The Children Federation The Experiment in International Living World Education

Previous sites and implementing agencies have included: Ban Vinai, Thailand: The Consortium; Nongkhai, Thailand: Pragmatics International; and Hong Kong: Lutheran Immigration and Refugee Service/American Council for Nationalities Service.

The camp programs are supported by the Refugee Service Center with its offices in Manila, Philippines, staffed by the Center for Applied Linguistics. This center provides resources, services and coordination on a regional level for all the Intensive Program sites in Southeast Asia. Regional meetings are held to facilitate inter-site exchange regarding program design, curricula, methods, materials and other issues related to the regional effort. Development in all areas is on-going.

The primary goal of the Intensive Program is to assist U.S.-bound refugees in coping with life in their new country and to facilitate their achieving self-sufficiency. To help in this effort, the Cultural Orientation component of the program provides refugee students with realistic, up-to-date information about life in the U.S. and the resettlement process. It focuses on important value and attitudinal differences and teaches students essential skills, e.g., handling of U.S. currency, use of the telephone, and how to find a job.

Cultural Orientation also forms part of the Pre-employment Training Program. See the Pre-employment Resource Manual for details of how more specific employment CO is taught.

An important aspect of the program is the development of cross-cultural understanding that begins with the refugees' understanding that they are products of their own cultures. Students describe aspects of their culture and compare and contrast these with American culture. The lesson plans, activities and other materials proceed from the familiar to the unfamiliar, from the easy to the difficult, and from the general to the specific.

Development of This Volume

This volume reflects the developments which have taken place in the Cultural Orientation portion of the Intensive Program since the publication of the first resource manuals in June 1982.

The purpose of these manuals is twofold: to share the materials and techniques developed at different Intensive Program sites within Southeast Asia and to convey this information to U.S. service providers who implement training programs for newly-resettled refugees across America.

Contributors to this manual are the CO staffs of the three Intensive Program sites in Southeast Asia: Bataan, Philippines; Phanat Nikhom, Thailand and Galang, Indonesia. The diligent efforts of these CO teachers and supervisors underlie the materials herein. The manual was compiled by the staff of the Refugee Service Center in Manila, Philippines.

This Cultural Orientation Resource Manual supplement does not attempt to document all that has been tried or produced in CO during the past year but does present what CO coordinators at the different sites have submitted as representative work of their staffs since the first manuals were compiled. Interested readers should refer to those volumes as well.

The Materials in This Volume

The materials here present the changes and developments which have taken place in Cultural Orientation over the past year. In some cases they represent entire revisions of classroom lessons and activities based on earlier versions and extensive trial and experimentation. They represent the most recent efforts of dozens of people involved in refugee education which continues to evolve in response to changing conditions in the U.S. and overseas. For people who work with refugee newcomers in the U.S., the materials give details about the nature and scope of instruction that refugees are likely to have received prior to their arrival. With this, U.S. service providers can tailor their programs to re-enforce and build on what refugees have already learned. The different sections of this volume are described below.

Program Descriptions

Variations in approach and application of the regional curriculum have evolved due to differences in student background, site location and program design. The site descriptions identify some of the details of these variations and how the different agencies have interpreted the needs of their students and developed ways to implement the curriculum.

Content Standards

The Cultural Orientation curriculum is based on 77 Cultural Orientation Content Standards which state objectives in 11 topic areas. These statements are based on earlier teaching points and revisions made since the beginning of the program. They reflect a minimum level of content and skills taught at all sites. This section includes a description of the development of the Standards, a synopsis of their content, a topical list and an alphabetical list indexing the Content Standards to sections of this volume and to other resource materials.

Activities Guide

Part One of this section consists of classroom activities used in the concurrent type program in which ESL and CO components have separate curricula and are taught by different teachers. These lessons are grouped by curriculum topic area. Each CO topic area is defined by the various Content Standards. Over the period of the course a particular Content Standard may be addressed more than once. Moreover, several of them may be touched on in any one lesson.

Part Two of this section consists of classroom activities used in the integrated type of program in which ESL and CO components are combined into one curriculum and are taught by the same teacher.

Staff Training

This section presents some of the ways the different sites have addressed staff training. Practice of various classroom techniques used by CO teachers forms a part of pre-service and in-service training.

Resource Materials

This section is divided into three parts. Part One describes the CO resource materials available from the Refugee Service Center. Part Two describes CO materials which have been developed at the sites. Part Three describes various audio-visual materials available from the Refugee Service Center.

Student Placement by ESL Level

Level A	Students have no ESL ability and are not literate in their native language.
Level B	Students may be able to answer some basic information questions but have no systematic knowledge of English. Students are literate in their native language.
Level C	Students have some conversational English ability but little systematic knowledge of English. Students are literate in their native language.
Level D	Students have more than conversational ability in English but lack colloquial fluency. Students are literate in their native language.
Level E	Students have a systematic knowledge of English but may lack colloquial fluency. Students are literate in their native language.

* For complete descriptions of ESL levels see the English as a Second Language Resource Manual.

Commonly Used Acronyms

Throughout the manual, the user is likely to encounter unfamiliar organizational acronyms or designations. The following list is a compilation of the more commonly used acronyms or designations.

CAL	Center for Applied Linguistics
EIL	The Experiment in International Living
ICM	Intergovernmental Committee for Migration
IESL/CO/PET	Intensive English as a Second Language/ Cultural Orientation/Pre-employment Training Program
JVA	Joint Voluntary Agency
MAA	Mutural Assistance Association
PRPC	Philippine Refugee Processing Center
RSC (Formerly SEARSC)	Refugee Service Center (Formerly Southeast Asia Regional Service Center)
The Consortium — Galang	The Experiment in International Living Save the Children Federation
The Consortium — Phanat Nikhom	The Experiment in International Living Save the Children Federation World Education

The greatest gains made by the Intensive ESL/CO/PET Program have come about through the sharing, cooperation and joint efforts of all the implementing agencies. This supplement to the Cultural Orientation Resource Manual represents many of these efforts to date.

Refugee Service Center
Center for Applied Linguistics

December 1983

CO PROGRAM DESCRIPTION

BATAAN

Program Development

In late 1982 the schedule of eight weeks of ESL and four weeks of CO taught sequentially was changed to a schedule of 12 weeks of ESL and CO taught concurrently. CO class time changed from four and one-half hours to one and one-half hours. The shortened class time and the attempt to couple ESL and CO topics led to a spiraled sequence which proved inadequate for CO. New ESL and CO curricula were proposed and a new scheduling sequence was planned. The CO curriculum was based on one and one-half hour class sessions presented in the block approach topic area by topic area. The regional CO Content Standards formed the curricular goals for the various lessons. Work on a new curriculum guide began and classes under the new arrangement started in July 1983.

The change from a spiraled to a block approach was coupled with a similar change in the structure of the ESL curriculum. Major topic blocks are sequenced in the same order in ESL as in CO, with CO treating a topic shortly before it is dealt with in ESL. Built-in review and evaluation ensure retention of learning.

Plans for expansion of the new guide include incorporating a detailed content section (including special notes on the life of refugees in the U.S.), developing a file of teacher-made activities, and designing a system of student learning assessment. The curriculum will also be leveled, with different goals for the various student levels. A systematic training plan to include the training of teachers in CO methodologies is also being developed.

Level A students receive CO instruction not following the system described above but in a special "integrated" program, which combines ESL and CO instruction in the same classroom, taught by the same teacher. (see below p. 253) A special curriculum was developed at the site, and classes began in mid-1982. Current projects include developing an activities file and a system of learning assessment.

Some cultural orientation instruction is also offered in the Pre-employment Training Program, which is attended by Levels A and B students. Included primarily are competencies relating to on-the-job themes intended to supplement the regular CO instruction. In the PET curriculum these topics are covered in depth in special orientation lessons, designed originally to be delivered as role plays.

Methodology

There is no methodology prescribed for presenting CO lessons. Teachers are free to teach in their own way but are guided by supervisors in their planning. A variety of methods are used, including role plays, discussion groups, and lecture/discussion. In general, contrasting the native country's customs with American ways is a standard procedure. Active student participation is stressed. All classes have a refugee translator to facilitate understanding and discussion. Slide shows and other visual aids as well as supplementary materials are also used. The activities file project is designed to make site and region-developed teaching methods available to the whole staff. Training and student assessment also serve to regularize the quality of instruction.

Staff

Most of the teaching staff are Filipinos, many of whom have been to the United States but who are new to the field of cross-cultural training. The supervisory staff includes Americans and Filipinos, each supervisor working with a team of approximately eight teachers.

Student Population

The number and ethnic make-up of the student population vary from month to month but as of late 1983 the population was approximately 17,000. Of this number over 50% were Cambodians, over 30% Vietnamese and some 15% Lao, including a small number of hilltribe refugees. Of this total number perhaps 7,000 are in ICMC classes at any one time. Levels A and B (illiterate in English) comprise 40% to 50% of the total student population. The size of CO classes ranges from 30 to 50 students.

Site-Generated Materials

Several projects were completed in 1982-83, which resulted in the production of supplementary materials for use in the CO classroom. These include the CO workbook — a collection of pictures, exercises, forms and vocabulary (translated into the Indochinese languages) organized into the curriculum topic areas; the *Letters Project* – a collection of letters received by ICMC teachers from their former students now resettled in America, relating their perceptions of life in the United States; CODGG (Cultural Orientation Discussion Objectives Games) — a book of pictures related to curriculum topics, with discussion questions and activity suggestions; and a set of comic book-style stories illustrating certain problematic life situations refugees might face in America. A large stock of visual aids has been produced at the site, as well as slide shows and other instructional materials.

Robert Walsh
I.C.M.C.
Bataan, Philippines

CO PROGRAM DESCRIPTION

GALANG

Introduction

Pulau Galang (Galang Island) is located in Indonesia approximately 40 miles southeast of Singapore. The Intensive ESL/CO Pre-employment Training Program in Galang is run by a consortium of Save the Children Federation (SCF) and The Experiment in International Living (EIL). SCF provides administrative support while EIL conducts the ESL, CO, and Pre-employment training. These two organizations have been working in Galang since 1979. The administrative and communication office for the consortium is located on a neighboring island (Bintan) in the city of Tanjung Pinang.

Physical Setting

The physical environment in Galang is rather harsh. The island itself is isolated (a forty minute boat ride from Tanjung Pinang, the nearest commercial center). It lies a few kilometers north of the equator. Refugee-operated coffee shops and a beautiful white sand beach provide some diversions. Consortium staff have volleyball and badminton courts, a TV, and video movies on weekends for entertainment. There are few trees within the refugee living quarters and except for the consortium living compound, little has been done in the way of landscaping. The island offers a few good jungle walks.

Refugees live in two-storey, wooden row houses. Program staff live in two separate compounds comprised of single-storey, asbestos-board buildings. Staff rooms open into a common courtyard. Running water is available for just a few hours per day. There is a staff dining hall which serves a well balanced and varied diet of both Western and Asian food.

Administrative offices, teacher training facilities, resource rooms, a Betamax video center and language laboratory are located in a separate set of buildings near the staff housing compounds. Slide and movie projectors are available for teacher training and classroom instruction. Classrooms for the over 1200 students studying on Galang are clustered at various locations throughout the camp.

Teaching Schedules

Consortium teachers teach three successive ninety-minute classes per day. The day is divided into shifts. Teachers who teach in the morning shift attend staff development in the afternoon; those who teach on the afternoon shift attend staff development in the morning. Teachers teach five days per week for six weeks. Every seventh week teachers have a full week of vacation. On the average, the student-teacher ratio is 20:1 with the ratio dropping to 10:1 for preliterate classes. Student attendance is obligatory. When a student misses three classes, he/she is called for a conference. If a student misses five classes, his/her name is turned into the U.S. Refugee Office for disciplinary action.

Student Demography

As of late 1983 there were approximately 1250 students being served by EIL/SCF. Generally all the students are from Vietnam and are between the ages of 16 and 55. There are usually equal numbers of men and women in the low- and mid-level classes. There are somewhat more men than women in the upper levels. In early 1984 a large group of Khmer refugees entered training at Galang.

Levels of Instruction

There are six levels of instruction based primarily on native language literacy and the score on the English placement test (EPT) given to each student at registration. Levels A-E receive instruction in both ESL and CO. Those students who demonstrate advanced proficiency in English (as determined by the English Placement Test) receive CO instruction only.

Length of Training

A-E level students study English three hours per day, five days per week for twelve weeks. In addition, two ninety-minute periods of listening laboratory are required each week. Concurrently, students study CO one and one-half hours per day, five days per week. In addition, the lowest level students (level explanation follows) study an additional six weeks of Pre-employment Training along with ESL, making their study a total of five months. This training involves a component of VESL, basic skills, and CO. This component is added at the end of a student's 12 week course of study.

Curriculum

All components of the consortium's program make use of a formal competency-based curriculum. Although each component's curriculum was written by field staff, it adheres to the standard teaching points which form the regional core curriculum. Classroom objectives and their sequence for all components are carefully coordinated so that new concepts and vocabulary can be reinforced in all classes. Teachers meet weekly to discuss coordination. New teachers are required to make use of existing activities and methods associated with each curriculum objective, while more experienced teachers are encouraged to be more innovative.

CO Curriculum Development

Galang is covering all of the regional Content Standards, and in some cases, considerably more. Normally our student population is Vietnamese, many of whom have lived in a technological society that has affected family structures, work habits, and future career goals. Approximately 15% of our students know enough English to "place out" of ESL classes. They typically study only Cultural Orientation and work as teacher or office aides. Approximately 15% of our students are A/B level and often have very little technological sophistication. We have to constantly focus on the special needs of this group, even when their needs diverge from the needs of the majority of our students. The number of A/B level students is expected to increase with the arrival of more Khmer students.

In general, we are able to work flexibly and effectively within the current Content Standards. Lately, our greatest efforts have been devoted to *how* to teach the competencies rather than merely *what* to teach. For example, besides teaching students about American housing, we have designed an activity that allows them to select priorities for household furnishings that they would buy with a given amount of money. We consider decision-making, clarification-seeking, classroom participation, asking for help, and values clarification to be examples of skills that are just as important as the information presented in any given lesson. Hence, teacher training cannot easily be separated from curriculum in our program. While we are presently revising our curriculum to make it more effective for teachers' classroom use, we see teacher training as the underlying support for the curriculum.

Our current curriculum revision might be more accurately described as consolidating information and activities and standardizing format. We have acquired quite a collection of information sheets and activities over the past two years that are sometimes redundant or even irrelevant. We want to pare down such materials and make more references to CAL monographs for basic information about the U.S. With regard to format, we have quite a collection of formats in our present lessons as a result of the individual contributions of a number of people over the past two years. Rewriting the lessons with a more consistent format can only assist teachers' ability to readily learn and teach the information. Our format presently includes the regional Content Standards, background information, teaching materials available, activities according to level, minimal ESL vocabulary and phrases, and additional resources. As much as possible, each activity includes a verifiable objective that a teacher can refer back to before moving on to the next activity. Teachers are expected to select activities appropriate to their own students' needs, and to create new variations or new activities when possible.

Before rewriting any lesson, the coordinator, teacher trainer, supervisors, and senior teachers hold a consultation session during which we discuss deletions, additions and areas of emphasis for each lesson. After one member of the staff revises the lesson, the teacher trainer or coordinator edits the new version. Then the old lessons are disposed of and any additional teaching materials are ordered for production. We hope that our revised lesson plans will improve the overall quality of our teacher training and classroom instruction.

In-Service Teacher Training

All new staff to Galang receive an initial in-depth orientation before they begin work. In-service training includes workshops in theory, methodology, and appropriate language teaching techniques, level meetings, and materials development. All teachers take part in ten hours of in-service training per week. During the training week, separate training sessions are held for new and old teachers so that training workshops address appropriate levels of needs. Guided by the supervisor, the teacher has time each week for lesson preparation. Discussions between teachers and their classroom aides are held often. Training for new teachers of CO and Pre-employment tends to stress content, while training for old teachers (ESL, CO, Pre-employment) stresses methodology. Remaining time during training is spent with individual conferences between teacher and supervisor. Teachers are not required to submit a formal lesson plan to their supervisor. However, supervisors keep abreast of classroom activities by observing each teacher's class at least once a week. Feedback sessions follow classroom visits.

Program Staff Evaluation

The staff on Galang have developed numerous means of evaluating the program. In addition to weekly "feedback" sessions between supervisor and individual teacher, teachers are requested to submit an end-of-cycle report (every 12 weeks) to the supervisor. The teacher's report addresses the usefulness of each staff development workshop with space for open-ended comment. Another means of evaluation is the use of "Performance Indicators Checklist," addressing several subjects such as: testing, observation, staff development, equipment, materials, and staff working relationships. All staff complete periodic (every three months) self evaluations focusing on strengths, weaknesses, and goals of the person being evaluated.

Location and Physical Setting for Teaching

Students study in well-constructed classroom buildings. These buildings are grouped by zones. They have cement floors, asbestos-board walls, good windows and doors, and fluorescent lights. Generally the classrooms are quiet, with only some sound coming from neighboring classrooms. The camp's PA system does cause noise problems at times, as do children hanging about the outside of the classroom.

Instructional Methodology

The approach to language and orientation training is eclectic, utilizing any and all methods found appropriate to the needs of adult refugee students (age 16-55). The broad goal is to develop basic survival ability in English in those situations most significant to the refugee's initial resettlement.

Instruction is geared, as much as is possible, to the individual experiences and needs of the student. Students learn English and discuss cultural concepts which are familiar to them before unfamiliar language and new concepts are introduced.

Student Evaluation

The English placement test is administered 5-10 days before cycle start-up. Pre- and post-program tests for ESL, CO, Pre-employment are administered to selected cycles.

Situational tests developed on Galang are administered in ESL mid and end-of-cycle. There are also situational tests for CO. Due to time constraints, formative testing in CO has been left up to individual teachers. All teachers review material once a week, usually Fridays.

Simulations for supermarket, bank and post office are established and used for conducting student evaluation.

Terry Meersman
Carrie Wilson
The Consortium
Galang, Indonesia

CO PROGRAM DESCRIPTION

PHANAT NIKHOM

A. THE CAMP

The refugee camp in Phanat Nikhom is both a processing center and a transit center. Facing each other across a road, the two facilities have a combined population of about 20,000 refugees. The great majority of the people are Khmer and lowland Lao, with small numbers of Hmong, Mien, and other hilltribe groups from Laos. In even smaller numbers are the Vietnamese who are housed in restricted areas on both sides of the camp.

Less than five percent of the total camp population are students with the Consortium's English Language, Cultural Orientation and Pre-employment Training Program. Most of the refugees in Phanat Nikhom are at various stages in the application process for resettlement in a third country, trying to get to the United States, Canada, France, Australia or somewhere else. Those who are rejected by one country, try again with another. The ones who are not accepted anywhere await an uncertain fate. Some eventually are taken; some have been sent back to the camps on the border. It is a transient community and the mood in camp seems to rise and fall with the prevailing trends in resettlement.

Refugee billets are arranged in quadrangles. Four rectangular buildings face one another across a small communal courtyard. The buildings are wood frame with asbestos-board siding, corrugated tin roofs and cement floors. The side facing the courtyard is built of bamboo slats and has two doors into the building. Refugees must construct any internal partitions if they want them. Often two or three families share the same building.

The daily meals are cooked over charcoal fires in the courtyard. In most of the quads, people have built cooking tents out of cloth, plastic and bamboo to keep out the rain. A small tree or squash vine may add a touch of greenery and shade. Latrines and water tanks are outside the quads near the road. Wash hangs everywhere.

B. THE SCHOOL

With its classrooms, materials rooms and administrative offices, the program uses approximately 42 buildings in the camp. A large influx of refugees into the camp earlier in the year created a shortage of housing and forced the program to consolidate its classroom space by giving up some buildings and re-partitioning others. The typical classroom now measures about 12 feet by 20 feet, though some larger rooms have been maintained for videos, slides and group activities for which extra space is needed. A roof has been built over the courtyard of one quad to provide a facility for cycle registration, simulation activities (supermarkets, banks, employment agencies, etc.), and graduation ceremonies. Each of the classrooms is equipped with a blackboard, an overhead fan, a sufficient number of chairs and two large worktables. An average class has about 15 students, with C/D/E classes averaging higher than this number and A/B classes slightly lower.

The Consortium began its first cycle on December 17, 1980. The 33rd cycle graduated on January 9, 1984. During this three-year span, more than 9,000 students have passed through the program. Of these, the largest ethnic group has been the Khmer, with approximately 3,800 students. They are followed by the lowland Lao with 2,900 students. Perhaps the most conspicuous group of all has been the hilltribe students — Hmong, Mien, Lahu, Lao Teung, and others — who have numbered more than 2200 over three years. Fewer than 100 Vietnamese have studied with the Consortium.

C. TEACHING AND TEACHERS

The teaching of Cultural Orientation in Phanat Nikhom works from the basic principles of non-formal adult education: respect for the implicit dignity and independence of the learner and for the experiences and insights that he or she brings into the classroom. Teachers strive to establish a collaborative atmosphere in their classrooms and to develop a spirit of mutual trust and inquiry.

Out of these principles are derived the CO teaching techniques and activities which are, as much as possible, student-centered and experiential. These include role plays and simulation activities, small group work and discussions, brainstorming and question-and-answer sessions, storytelling (particularly those relating a critical incident of some kind), games and competitions, as well as a liberal use of slides, videos, posters, maps, drawings and other visual aids.

By applying these techniques in a creative and culturally sensitive manner, the CO program seeks to illuminate certain aspects of life in the United States, as well as to develop problem-solving skills and a more self-reliant and confident attitude on the refugees' part.

The profile of a somewhat typical CO teacher might go as follows: young (perhaps 25-30); Thai; college graduate; has spent at least a year in the U.S.; bilingual (at least); this is likely to be the first or second job in his or her career.

Teachers teach an average of four hours per day (three periods of one hour and twenty minutes each) as well as participate in daily two-hour teacher training sessions.

D. THE CO CURRICULUM

The development of the CO curriculum for Phanat Nikhom has been a project spanning several years and involving the efforts of a great many people — coordinators, supervisors and teachers alike. It represents an eclectic assortment of lesson plans, supplementary materials, handouts, and realia, as well as visual and audio-visual aids. The curriculum draws its focus from the list of CO Content Standards which comprise the regional core curriculum.

Since October of 1982, the Phanat Nikhom program has worked with two curricula. The A/B curriculum comprises 90 lessons of one hour and twenty minutes each for a total of 120 hours. The C/D/E curriculum, distinct but complementary, comprises 70 lessons of one hour and twenty minutes for a total of almost 94 hours. The general rule of thumb is that the A/B curriculum covers in four days what the C/D/E curriculum covers in three.

The placement of students into particular levels or classes is dictated primarily by ESL level. The CO program has been concerned most significantly that students in a class be of the same ethnic group. In the past, efforts have been made to do some regrouping of students according to age, sex, educational background and/or urban or rural background, but scheduling constraints limited the effectiveness of these efforts. Regional program specifications dictate that A/B students will study for five months and C/D/E students for only four. Radical restructuring of classes according to cultural rather than linguistic placement criteria has been virtually impossible.

At present, students study CO in exactly the same groups as they study ESL. Such drawbacks as exist to this system are balanced by the greater degree of cooperation that has been achieved between CO and ESL teachers. It should be noted in passing, however, that C/D/E level hilltribe students have experienced great difficulty in working through a considerable amount of CO material in just four months. In fact, permission has just been granted to give these students an additional month of CO and ESL with a special Pre-employment Training Program as well.

1. The Hilltribe A/B Curriculum

In February 1982 the CO program began work on developing a special Hilltribe Curriculum in anticipation of a large influx of hilltribe students from the northern camps of Ban Vinai and Ban Nam Yao. Permission was given to extend the normal 14-week course of study to 18 weeks. Using the regional CO Content Standards as a guide and drawing upon the insights and experiences gained from teaching earlier hilltribe groups, program staff began to develop a curriculum based on 30 topical units of three lessons each. The first ten units are called Phase I and the final units, Phase II. The objective of Phase I is to introduce students to the ten major topic areas in the CO curriculum. They are, in the order of their presentation: Classroom Orientation, Sponsorship and Resettlement, Family and Social Roles, Consumerism and Finance, Health, Housing, Employment, Transportation, Community Services, and Time Management. Each of the ten units in Phase I covers a given topic area in a series of three integrated, sequential lessons designed to take the students on a three-part journey from their own culture, through the transitional experience of camp life, to their new life in America. An example might best illustrate this technique. The Phase I unit on health begins with a lesson entitled "Traditional Medicine" in which students describe, draw and/or role play various traditional therapies for treating common ailments like headaches, stomachaches, fever, nausea, etc. Teachers, in turn, might present information on traditional Thai or Western treatments for these same complaints. Students would then be asked how they have treated these ailments, and other more serious medical problems, in camp. What patterns have changed and what have remained the same?

The next day, the class would go on a field trip to various medical services in camp: the hospital, dental clinic, maternal and child health program, traditional medical center, etc. For each facility, the teacher would ask: "Who has been here before? Why did you come? What happened? Did you feel you were helped? Why or why not?" The purpose of this lesson is to acquaint students with medical services in the camp and to explore their feelings and attitudes about Western modes of medical treatment.

On the third day, the class would watch a video on health care in the United States. In a discussion following the video, the teacher would attempt to tie together the different themes of the three lessons and would also identify the health-related topics to be covered later in the cycle.

The final 20 units of the curriculum, Phase II, return to the same topics introduced in Phase I only this time the focus is predominantly on life in the U.S. Lessons on health, for example, include household medicine; nutrition and sanitation; medical services (slide-show); pregnancy, childbirth, and infant and child care; family planning (video); and emotional health. Even in the second phase a systematic effort is made to relate topics to the refugees' own cultures as well as to life in the camp. It is felt that "spiralling" topics in this fashion (rather than covering the entire topic in a single block of time) is particularly effective with A/B level hilltribe students whose interest level tends to lag if an issue is dwelt on for too long. Also, the spiralling approach allows a teacher to return to a topic with new perspectives at two, and sometimes three, different points in the curriculum.

In October of 1982, a decision was made that *all* A/B students (not just hilltribe groups) at all three program sites would study for 18 weeks and that their course of study would include not only CO and ESL but a Pre-employment component as well. C/D/E students would continue to study CO and ESL for 14 weeks. At that point, the Hilltribe Curriculum in effect became the A/B Curriculum for Khmer, lowland Lao and hilltribe students. Ironically enough there were only a handful of hilltribe students in the program at the time. Soon, it became evident that the Hilltribe Curriculum did not always have relevance for Khmer and lowland Lao students; certain changes were introduced. The sequence of topics was maintained, as, to a certain extent, were the two phases. Overall, however, less time was spent on bringing the Khmer and lowland Lao cultures into the classroom or defining a progression from the native culture to camp life and then on to America.

When classes are made up entirely of hilltribe students the original lessons are reinserted into the curriculum.

2. Sequence, Emphasis and Integration

As was mentioned above, the CO curriculum is spiralled in such a way that a given topic is taught at two or three separate points in the curriculum. The sequence has been coordinated with the ESL curriculum so that 27 of the 30 units in the A/B curriculum treat the same topic for both CO and ESL. The timing is staggered to allow CO to introduce a topic in the native language one or two days before it comes up in ESL.

Integration of the two curricula is achieved not only through coordinated sequencing of topics. Over the course of a cycle, at least four full-day simulation exercises are conducted as a cooperative effort of the CO and ESL components. These simulations include a "downtown" (with a bank, supermarket, clothing store and post office), a factory assembly line (this is a three-day simulation conducted with Pre-employment staff), a restaurant, and an "airplane walkthrough." These simulations provide an excellent opportunity for teachers and supervisors from the different components to collaborate on a work project, and to observe and evaluate student performance in a setting that is evocative of a "real-life" situation.

Employment topics receive the most emphasis in the CO curriculum as far as distribution of teaching hours is concerned. Almost 25 hours, or one-fifth of the A/B curriculum, are devoted to preparing refugees for the American world of work. The second most time-consuming topic area is Consumerism and Finance. For A/B students this may range from basic numeracy and counting money to check cashing and shopping tips. Nearly 17 hours are given to this topic. Following at a close third with 16 hours is Social Roles which includes such units as "America: Its Land and People," "Family," "Lifestyles," and "Coping in the U.S." This is followed, in descending order of emphasis, by Health and Sanitation, Community and Social Services, Housing, Resettlement and Sponsorship, Communication, Time Management, The Transit Process and Classroom Orientation.

E. TEACHER TRAINING

CO teachers participate in daily, two-hour training sessions organized by their supervisor. Usually a team of six teachers trains together, although frequently, teams will combine within a component or across components for special training. The overall goal of these training sessions is to enable teachers to become more effective, competent and independent in their work and to teach consistently with the goals and philosophy of the program. In terms of more specific outcomes,* the aim is to develop teachers who are:

1. open, sensitive and responsive to students.
2. knowledgeable and competent in the subject matter.
3. knowledgeable in basic principles and theories of learning.
4. able to assess students' needs and abilities, and to set objectives based on students' learning.
5. knowledgeable in a variety of different teaching techniques and activities, and able to use these effectively in the classroom.
6. able to plan and conduct clear, coherent lessons.
7. skilled in managing class: in particular, time management, problem-solving and materials preparation.
8. self-aware: able to critically examine their work and to articulate criteria for the choices they make.
9. able to accept and give responsible feedback.

These objectives provide a focus for all ongoing training as well as for the two-week pre-service training course which every new teacher receives. A review of one seven-day pre-service training curriculum might illustrate how these objectives are incorporated into training sessions.

Day 1:	Introduction Orientation to the Consortium Component Overviews (CO, ESL and PET) Phanat Nikhom Town Dropoff (see Training Guides) Plenary
Day 2:	Orientation to Camp Phanat Nikhom Camp Dropoff (see training guides) Observe ESL, CO and PET classes Feedback Overview of the Student Population and their Cultures

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*Thanks to Patrick Moran of The Experiment in International Living for his assistance in outlining these goals and objectives.

Day 3:	"Learning Styles Inventory" Introduction to Non-Formal Adult Education Preview of the CO Curriculum and the CAL CO Resource Manuals Training for Placement Testing Drawing as a Teaching Technique
Day4:	Orientation to the CO Materials Room Registration of New Students Overview of Refugee Resettlement Problem-Solving: A Teaching Technique Observe CO Classes
Day 5:	Brainstorming and Role Plays Teaching with Rods and Modelling Clay Open-Ended Stories: How to Write and Use Them Effectively Use of the Audio-Visual Equipment Video: "Becoming American"
Day 6:	Working with Hilltribe Students: Challenges, Approaches and Ideas for the Classroom CODOG: A Teaching Aid Working with Teacher Aides "America, In Sight" and other Supplementary Materials
Day 7:	Observation of Classes Lesson Planning Skills: "Classroom Orientation" Evaluation and Wrap-Up

If a general inference can be drawn from this preservice training outline it is that the program seeks to free teachers in the classroom by giving them a solid grounding in the curriculum Content Standards as well as in basic non-formal teaching methodologies and techniques for eliciting fundamental cultural structures and patterns. As such, the direction of curriculum development has tended away from written materials *per se,* and moved toward the establishment of the training group as a daily focus for the dynamic interchange of ideas, information and teaching insights. To put it another way, the emphasis now is not on getting more materials but rather on getting what exists squarely into the hands and heads of the teachers and their aides, and thence to the students.

To pull all these training themes together in a practical fashion, it might be helpful to look at a general outline for one week of CO teacher training.

Monday:	Business/Logistics Preview of the Week Ahead Lesson Planning

Tuesday:	Focus on New Materials, Teaching Techniques, Topics in American Culture and/or Resettlement Issues Lesson Planning
Wednesday:	Component Interface Lesson Planning
Thursday:	Language Lessons (Teachers study Hmong, Mien, Khmer or Lao)
Friday:	Review of the Week Lesson Planning

As was stated above, the typical training group consists of six teachers and a supervisor; however, a number of variations is likely. Several supervisors may offer concurrent workshops and allow several teams of teachers to select the one they wish to attend. Teams from different components will combine for Interface and other special training. And frequently guest speakers are brought in to provide new stimulus and insights. Additionally, teachers will work in camp one day a week (often in the evening), conducting training with their aides.

F. CONCLUSION

This introduction really only scratches the surface of the issues and challenges facing the CO program in Phanat Nikhom. It is hoped that the additional materials — lesson plans and teacher training — included in this manual will provide further insights into the working philosophy and instructional methodologies of the program.

Court Robinson
The Consortium
Phanat Nikhom, Thailand

DEVELOPMENT OF CONTENT STANDARDS

The following curriculum content statements define a set of concepts and skills in which students completing the Cultural Orientation component of the Southeast Asia Intensive English as a Second Language, Cultural Orientation and Pre-employment Program have been trained. As in any teaching situation, it is not possible to guarantee that every student can perform every competency described. Rather, these statements reflect the minimum content and skills being taught to students at all program sites and represent abilities which students are currently demonstrating in their classrooms and in test situations. Curricula were prepared at the different sites after the Intensive Program began in 1980. Subsequent development and exchange, in response to the need for a regionally accepted curriculum, led to a set of 42 teaching points. Further refinement is reflected in these Content Standards. The present list contains revisions made at the Manila Conference of July 8, 1983. At each site, lesson plans have been devised to convey the information and develop the skills specified in the statements. Lessons are normally taught in English with the aid of trained assistants interpreting into one of the Southeast Asian refugee languages. It should be remembered that students with limited English ability may be able to demonstrate their understanding in their own language, but not in English.

The following pages contain these sub-sections:	Page
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Topical List of Content Standards	21
Additional Recommended Sub-topics	27
Alphabetical List of Content Standards Cross-referenced to this volume and to resource materials	29

SYNOPSIS OF CO CONTENT BY TOPIC AREA

The following abbreviated statements are a summary of concepts and skills in which students completing the Cultural Orientation component of the Intensive ESL/CO/PET Program have been trained. These topics are displayed in the original preferred teaching order.

CLASSROOM ORIENTATION:	Teacher-student relationships; appropriate classroom behavior, asking for clarification.
TIME MANAGEMENT:	Punctuality; planning daily schedules, use of appointments.
COMMUNICATION:	Name order; greetings; use of telephone; long distance calls; emergency situations; maps.
HOUSING:	Finding a home; appliances and furnishings; household safety and security; conservation of energy; buying and storing foodstuffs; waste disposal; landlord and tenant responsibility.
EMPLOYMENT:	Entry-level jobs; job mobility; finding a job; work and play; personal employment data; job interview; employer and employee responsibilities; on-the-job relations.
CONSUMERISM AND FINANCE:	American money; safe handling of money; stores and shopping; checks; pay deductions; banking; budgeting; paying bills.
COMMUNITY AND SOCIAL SERVICES:	Support systems; identifying helpers; self-sufficiency and public assistance; educational systems; rights and responsibilities of citizens; role of police; public transportation.
HEALTH AND SANITATION:	Medical facilities; payment procedures; prenatal and infant care; medicines; preventive health; stress; family planning.
SOCIAL ROLES:	Multi-ethnic society; role of women; changing family patterns and roles; parental responsibilities.
RESETTLEMENT AND SPONSORSHIP:	VOLAGS; expectations and responsibilities of refugees and sponsors.
THE TRANSIT PROCESS:	Preparation and travel.

CO CONTENT STANDARDS

TOPICAL LIST

I. CLASSROOM ORIENTATION

1. Students understand cultural differences in teacher-student relationships.
2. Students can demonstrate a lack of understanding and ask for clarification.
3. Students can demonstrate appropriate classroom behavior.

II. TIME MANAGEMENT

4. Students understand the importance of punctuality.
5. Students can use a calendar in planning daily schedules.
6. Students can make, keep, and break appointments.

III. COMMUNICATION

7. Students can understand cultural differences in name order and the necessity for consistent spelling and placement of the last name.
8. Students can demonstrate appropriate greetings used in America.
9. Students can demonstrate use of both public and private telephones.
10. Students can discriminate sounds on a telephone, including dial tone, ringing, and busy signal.
11. Students understand how to use a telephone in emergency situations.
12. Students know appropriate numbers and places to call in emergency situations.
13. Students understand relevance of area codes and time zones when making long distance telephone calls.
14. Students can describe time-distance-cost relationships in determining long distance telephone rates.
15. Students understand use of toll-free telephone numbers.
16. Students understand what a map is and how it can be used.

IV. HOUSING

17. Students understand the following factors in seeking a place to live:
    - availability of low-cost housing
    - number of people allowed per dwelling
    - difference between furnished and unfurnished dwelling
    - accessibility to services
    - assessing costs related to dwelling
18. Students can describe similarities and differences between former housing and typical American housing.

19. Students can describe common household appliances and furnishings found in America.

20. Students can describe common household hazards and security problems.

21. Students understand the economical use of energy (electricity, gas, water) in the home.

22. Students understand the following factors in food storage:

    . where to store food
    . how to prepare food for storage
    . spoilage and expiration dates

23. Students understand how to store cleaning products and medicines safely.

24. Students can describe appropriate methods of waste disposal both in and out of the home.

25. Students can describe common responsibilities of a tenant:

    . pay rent on time
    . keep the housing clean, inside and out
    . report any damage of housing to landlord
    . observe rules governing number of occupants allowed in housing
    . give notice before moving
    . ask permission before making alterations or repairs
    . respect the rights of neighbors
    . abide by the terms of a lease

26. Students understand common responsibilities of a landlord:

    . provide for general maintenance
    . enforce terms of the lease

V. EMPLOYMENT

27. Students can describe common entry-level jobs in the U.S.

28. Students understand the concept of job mobility.

29. Students can describe ways of finding employment.

30. Students understand the American attitude regarding separation of work from leisure time.

31. Students can assess and describe their own work experience and skills.

32. Students can provide the following basic personal employment data:

    . name, address, and birthdate
    . Social Security number (once obtained in U.S.)
    . immigration status
    . previous jobs held
    . level of education attained

33. Students can describe steps in preparing for a job interview:

    . learn about the job
    . assess skills in relation to the job
    . gather important documents, e.g., I-94 and Social Security card

34. Students can demonstrate appropriate behavior at a job interview:

    . getting to the interview on time
    . personal appearance
    . manner and gestures
    . self-assertiveness
    . clarification of job responsibilities if hired

35. Students can identify rules, policies and procedures common to the workplace which include:

- forms
- training
- contracts
- personal safety
- job benefits
- time keeping and attendance
- following directions
- working hours
- job advancement

36. Students can describe common responsibilities of employees to:

- perform productively
- notify employer when absent or late
- cooperate with co-workers
- give notice of resignation
- demonstrate appropriate personal behavior (e.g., dress and grooming)

37. Students can describe factors affecting on-the-job relations including:

- employer-employee relationships
- relationships with other employees
- pace of work
- communication on the job (e.g., seeking help, getting clarification, solving problems)

VI. CONSUMERISM AND FINANCE

38. Students can recognize different denominations of American money, and can count it and make change.

39. Students can compare and contrast systems of shopping in relation to:

- bargaining and fixed prices
- keeping receipts
- paying sales tax
- returning defective items
- frequency of shopping trips
- use of public machines (e.g., vending, banking)

40. Students can describe typical types of stores in America.

41. Students can describe ways to save money when shopping.

42. Students understand what a check is, and the proper procedures for cashing checks which include:

- having proper identification
- endorsing check
- counting cash when received

43. Students understand what to do if a check is lost or stolen.

44. Students can differentiate between gross and net pay.

45. Students understand the following common pay deductions:

- Federal income tax
- state, county, or city tax
- health insurance
- Social Security tax
- union dues

46. Students can describe ways for the safe handling of money.

47. Students understand what checking and savings accounts are.

48. Students can describe common household expenses and plan a simple budget.

49. Students understand procedures for paying bills and use of credit.

VII. COMMUNITY AND SOCIAL SERVICES

50. Students can compare and contrast traditional support systems and American community services.

51. Students can identify common social services in the U.S.:
    - income maintenance
    - Social Security
    - employment training
    - health programs
    - care of children
    - care of the aged

52. Students can identify appropriate sources of help in the U.S.:
    - police
    - fire department
    - telephone hotline
    - mutual assistance associations
    - sponsors
    - emergency room/ambulance

53. Students can describe common American attitudes towards public assistance:
    - temporary nature
    - as a means to self-sufficiency

54. Students understand the following kinds of public assistance and where they come from:
    - cash assistance
    - food stamps
    - Medicaid

55. Students can differentiate between the following educational systems in the U.S. and describe common services found in each:
    - public and private
    - child and adult
    - academic and vocational

56. Students understand rights of U.S. citizens regarding:
    - personal safety and security rights
    - private property rights

57. Students understand responsibilities of U.S. citizens regarding:
    - need to obtain necessary licenses
    - consequences of illegal actions
    - control of illegal substances

58. Students understand the role of police as helpers in the U.S.

59. Students can describe common forms of transportation and their costs in the U.S.

60. Students understand appropriate behavior while using public transportation.

VIII. HEALTH AND SANITATION

61. Students can describe different medical facilities in the U.S.:
    - hospitals
    - clinics
    - private doctors

62. Students understand various payment procedures for medical services in the U.S.:
    - cash
    - Medicaid
    - health insurance

63. Students can describe common prenatal and infant care practices in the U.S.

64. Students can describe appropriate methods for obtaining and using prescription and non-prescription medicines.

65. Students can identify when and when not to call for medical assistance.

66. Students can describe some preventive health measures:

- physical and dental check-ups
- good nutrition
- exercise
- appropriate clothing for different weather conditions

67. Students can describe the causes, signs and effects of stress and identify support systems.

68. Students can identify the following issues relating to family planning:

- attitudes towards family size
- financial concerns
- working parents
- birth control

IX. SOCIAL ROLES

69. Students can describe aspects of living in a multi-ethnic society in the U.S.:

- America as "a land of immigrants"
- relations among ethnic groups
- identifying mutual assistance associations and other support organizations
- preserving own culture

70. Students can describe the effect of changing roles of men and women in education and employment opportunities:

- access to positions in schools and employment traditionally thought of as being for men only
- maternity leave and insurance benefits
- legal protection

71. Students understand the issues relating to changing family patterns and roles in the U.S.:

- varieties in family unit composition
- primary wage earner not being the traditional head of the family
- sharing household responsibilities
- children as teachers of parents
- attitudes toward the elderly
- peer pressure on youth

72. Students can describe responsibilities they have to their children:

- enrollment and attendance of children in school
- inoculations
- adequate supervision of children

X. RESETTLEMENT AND SPONSORSHIP

73. Students understand differences between national VOLAGS, local VOLAG offices, and individual or group sponsors.

74. Students can describe common expectations that both refugees and sponsors have regarding the length and variation in sponsorship assistance.

75. Students can describe the basic responsibilities of sponsoring agencies in providing food, housing, medical, educational and employment assistance.

76. Students can describe the basic responsibilities that refugees have to their sponsors:

- becoming self-sufficient as quickly as possible
- understanding the limitations of what sponsors can do

XI. THE TRANSIT PROCESS

77. Students can describe the transit process from Southeast Asian camp to their new community in the U.S.:

- preparation prior to the flight
- baggage rules and regulations
- aircraft familiarization
- arriving in the U.S.
- travel to final destination

CO CONTENT STANDARDS

ADDITIONAL RECOMMENDED SUB-TOPICS

At the Manila Conference of July 8, 1983, twelve CO sub-topics were recommended to be addressed in one or more of the Content Standards as noted below.

1.	American Attitudes Toward Traditional Medical Practices	57, 63, 64, 66
2.	American Way of Life	As relevant.
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VI. Consumerism & Finance
VII. Community & Social Services
VIII. Health & Sanitation
IX. Social Roles
X. Resettlement and Sponsorship
XI. The Transit Process

CAL CO MONOGRAPHS

CF — Consumerism and Finance
CS — Community and Social Services
CT — Communication and Transportation
ED — Education
EM — Employment
HS — Health and Sanitation
[illegible] — Housing
[illegible] — Laws and Legal Services
[illegible] — Resettlement and Sponsorship

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INTRODUCTION

This part of the CO Manual Supplement shows how the Content Standards are addressed in CO classes taught separately from ESL, the Concurrent model. Part Two, on page 253 shows how CO is taught in the same class along with ESL, the Integrated model.

Since the beginning of the Intensive Program, separate regional curricula for ESL and CO have been developed. Classes in the two subjects are taught concurrently by different teachers. Various sequences have been devised to present related topics so that the two classes can support and re-enforce each other. These schemes have met with varying degrees of success. Two designs are given below.

For suggestions on review techniques, see the Training Guides section of this manual, page 299.

GALANG
CULTURAL ORIENTATION TOPICS
(Corresponding to ESL Sequence)

WEEK	CO TOPIC	ESL TOPIC
1	Classroom Orientation CO Overview Refugee/Sponsor Expectations	Classroom Orientation
2	American Currency Map Reading Transportation Review & Testing	Family
3	Use of Telephone Time Management Long Distance Telephone Law & Police Review & Testing	Time Orientation
4	Community Services Public Assistance American Education Review & Testing	Transportation
5	Consumerism: Food & Clothing Storing Food Medical Services Maintaining Good Health	Telephone

6	Health Care in the Home Attitudes Toward Families Family Planning Review & Testing	Shopping
7	Attitudes to Work Skills Identification Personal Employment Data Multi-Ethnic Society	Health
8	Review & Testing Comparing Housing Household Safety Finding a Place to Live Tenant/Landlord Responsibilities	Employment
9	Banking Bills Budgeting Review & Testing	Housing
10	Job Interview Time Management Work Place On-the-Job Relations Review & Testing	Banking & Post Office
11	Family Structures Roles of Men & Women Transit Process Review & Testing	Employment
12	Question & Answer Culture Shock Sponsorship Review Review & Testing	

PHANAT NIKHOM

CULTURAL ORIENTATION TOPICS
(WITH CONCURRENT ESL TOPICS)

LEVEL A/B HIGHLAND LAO

Unit 1: Classroom Orientation (ESL: Classroom Orientation)

A. Classroom orientation
B. Greetings and gestures
C. Learning strategies/speaking in pictures

Unit 2: Self and Other (ESL: Language/Nationality)

A. Recognition of one's culture (Video: "Hilltribe Ethnology")
B. Sponsorship Guide's view/traveller's view
C. Multi-ethnic society (slides)

Unit 3: Family (ESL: Family)

A. Families in Laos
B. Changing family roles
C. Family relations in the U.S. (Parent-child, husband-wife, elder-younger)

Unit 4: Buying and Selling (ESL: Food/Clothes/Money)

A. Traditional systems of buying and selling
B. Counting money I
C. Counting money II

Unit 5: Sickness and Health (ESL: Medical)

A. Traditional medicine
B. Health care in the U.S. (Video: "Your New Life")

Unit 6: Housing (ESL: Housing)

A. Comparing housing
B. Housing in America (slides)

Unit 7: Employment (ESL: Employment)

A. Skills assessment
B. Work in the camp (video)
C. Jobs in the U.S. (slides)

Unit 8: Directions (ESL: Directions)

A. Signs and symbols
B. Directions and map reading
C. Transportation in the U.S. (slides)

Unit 9: Community Services (ESL: Shopping)

A. Mutual aid in the village
B. Field trip to community services in camp
C. Community services in the U.S.

Unit 10: Time (ESL: Calendar/Telephone)

A. Comparisons of time and time management (Video: "Typical American Morning")
B. Making and using a calendar
C. Using the telephone I
D. Using the telephone II

Unit 11: America: Its Land and People (ESL: Geography)

A. Geography and climate (video and slides)
B. American people

Unit 12: Housing (ESL: Housing)

A. Household maintenance (Video: "Your New Life")
B. Model house
C. Household safety and use of appliances

Unit 13: Shopping (ESL: Shopping)

A. Supermarkets (slides)
B. Consumer weights and measures
C. Shopping for food and clothing (simulation)

Unit 14: Time (ESL: Appointments)

A. Daily schedules/Petsamone's day
B. Making and keeping appointments

Unit 15: Employment (ESL: Transportation)

A. American attitudes towards work
B. Employment in the U.S. (Video: "Your New Life")
C. Entry-level jobs
D. Mid-cycle evaluation and review

Unit 16: Community Services (ESL: Post Office/School)

A. Types of community services
B. Public assistance
C. The American educational system (slides)

Unit 17: Health and Sanitation (ESL: Medical)

A. Household medicines/health care in the home
B. Nutrition and sanitation
C. Medical services in the U.S. (slides)

Unit 18: Health and Sanitation (ESL: Drugstore)

A. Pregnancy/childbirth/infant and child care
B. Family planning (video)
C. Emotional well-being

Unit 19: Employment (ESL: Employment)

A. Looking for a job
B. Job considerations
C. Job interview techniques

Unit 20: Employment (ESL: Employment)

A. Personal employment data
B. Job interviews (simulation)
C. Job contracts

Unit 21: Employment: The Workplace (ESL: Employment)

A. Workplace simulation (Day 1)
B. Workplace simulation (Day 2)
C. Workplace simulation (Day 3)

Unit 22: Finances (ESL: Banking)

A. Cashing a paycheck
B. Banking services
C. Checks/money orders/credit cards

Unit 23: Housing (ESL: Housing)

A. Finding a place to live
B. Tenant/ landlord responsibilities I
C. Tenant/landlord responsibilities II

Unit 24: Sponsorship and Resettlement (ESL: Sponsor)

A. Overview of resettlement
B. What is sponsorship
C. Refugee and sponsor expectations

Unit 25: Laws and Personal Safety (ESL: Emergencies)

A. Legal and illegal activities
B. Emergency situations/calling for help (Video: "Your New Life")
C. Personal safety in the city

Unit 26: Finances (ESL: Finance)

A. Counting money and making change (review)
B. Personal finances I
C. Personal finances II

Unit 27: Lifestyles (ESL: Lifestyles)

A. Women in America
B. Children in America
C. Asian markets and businesses (slides)

Unit 28: Coping in the U.S. (ESL: Community/Restaurant)

A. Birth/marriage/death
B. Quirks and taboos
C. Preserving your culture

Unit 29: Transit Procedures (ESL: Departure)

A. You're on your way (slides)
B. Airplane walk-through (simulation)
C. Baggage rules and regulations

Unit 30: Arrival in the U.S. (ESL: Arrival)

A. Life-long learning
B. Goals for the first month of resettlement
C. Review/evaluation

CULTURAL ORIENTATION CURRICULUM

I. CLASSROOM ORIENTATION

---

1. Students understand cultural differences in teacher-student relationships.
2. Students can demonstrate a lack of understanding and ask for clarification.
3. Students can demonstrate appropriate classroom behavior.

TOPIC AREA: CLASSROOM ORIENTATION
CONTENT STANDARD: 1, 3, 7, 8
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

HELLO, STUDENTS

Levels: A, B

I. **OBJECTIVE:** Students can understand the purpose of cultural orientation.

II. **BACKGROUND INFORMATION:**

A. Living in the United States where everything seems to be entirely different, restrictive, and complicated the refugees might find themselves living in fear, anxiety, and uncertainty. Such feelings are the result of lack of understanding of the basic differences in the cultural assumptions which underlie the two separate ways of life. It is the purpose of the Cultural Orientation program to help the students to understand themselves as cultural beings. The first step is to enable them to consciously recognize themselves as children of their own culture. It is important that they see it, appreciate it and affirm it as their own. It is a rich and ancient way, of which they can be rightfully proud. The second step is to look at the American culture to see it as clearly as possible, and to recognize and accept the differences. The emphasis in the early part of the curriculum will be on the native culture. With grounding in a heightened awareness of the way of life from which the students come, the focus will shift to the new culture. The rhythm of CO training will be this swing of attention from the old to the new. We will make comparisons. The new will be more meaningful when it is related to the old. The hope and promise of the CO program is that as a result of having looked at these differences in advance, the student will be better able to accept and adjust to them when they are actually encountered. The CO course provides basic survival skills in many areas: employment, health and sanitation, sponsorship, and housing. One goal will be to gain the knowledge and skills necessary to cope in the new environment. A second will be to develop realistic expectations and a positive attitude toward starting a new life in America.

B. Feedback from refugee students who went through CO training and are now in the United States is available through the ICMC *Letters Project.** This is a quote from a man who was a teacher aide in CO classes: ". . . everything here is strange, strange for me. CO classes are very, very important . . . " "All your lessons and instructions are really useful for me here."

III. **ACTIVITIES:**

1. Greet class in students' native language. Arrange chairs in circle, so that everyone can see everyone else. (Note number of children in the class. Suggest child care alternatives.)

   — Introduce yourself. Introduce the teacher aide, and explain his or her role. Give personal information.
   — Name, nationality.
   — How long you have been teaching.
   — Where you live, etc.
   — Encourage students to ask questions about you and the aide.

---

*Letters Project, Thomas Riddle, ICMC, PRPC, Morong, Bataan, Philippines, 1982.

2. Tell the students that you would like to know their names so that you can communicate with them better. Have students form a circle and introduce each other around the circle.

3. After introductions the teacher should ask the students to explain the naming system in their culture. Teacher should take notes of what students explain. Draw out student responses.

   Write students' names on board. Have them identify first, middle (if necessary) and last names. Have them copy the names on separate cards. Check to be sure they are spelled correctly. Compare them with the ICM cards. Say: "last names" then "first names" several times and have students hold up the right cards.

4. Ask students if they know why they are participating in CO class. Ask the students what they expect to learn from CO classes. Find out if they have heard anything about CO from friends or relatives. Use the brainstorming technique to list down what they really want to learn. Ask what they need to know about American people and life in order to survive and be happy. Ask what an American would need to know in their country.

TOPIC AREA: CLASSROOM ORIENTATION
CONTENT STANDARD: 3, 8
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

GREETINGS AND APPROPRIATE CLASS BEHAVIOR

Levels: A, B

I. **OBJECTIVES:** Students can demonstrate different ways of greeting in their culture.
Students can demonstrate different ways of greeting in American culture.
Students can demonstrate appropriate classroom behavior.

II. **MATERIALS:** Newsprint, felt pens, "Greeting" (a Phanat Nikhom video tape).
Instead a teacher can use visuals or demonstrate different greetings).

III. **ACTIVITIES:**

1. Ask the students to explain the way they greet people in their culture. Have them demonstrate greetings in the following situations:

   Older people and younger people
   Women to women (of different age, and same age)
   Teacher to students
   Employer's wife and employee

   Explain briefly to the students different ways Americans greet. (allow 12-15 minutes)

   View video tape "Greeting." Tell the students to watch carefully and remember the gestures. (allow 15-20 minutes)

   Students discuss their impressions of what they have seen about the American ways of greeting.

2. Have the students role play various greetings.

3. Discuss how teacher and student address each other in native country. Compare with U.S.

4. Have students consider cultural differences which influence greetings:

   . Deferring to elders
   . Demonstrating independence
   . Acting according to one's status
   . Showing equality

5. Discuss the difference between given names and nicknames. Have students give some common nicknames in their language. Ask how they would like to be called by their sponsor or employer.

6. Teachers can follow up with a discussion of the following topics:

   - What students should do when they want to ask a question, when they cannot hear, or when they do not understand.
   - What appropriate classroom behavior should be. Have students make suggestions.
   - Some could be:

     Being punctual
     Attending every class
     No eating or drinking in class
     Children in class (suggestion for child care)
     No spitting
     Asking permission to leave class.

TOPIC AREA: CLASSROOM ORIENTATION
CONTENT STANDARD: 1, 3
SUBMITTED BY: Dave Perrin
SITE: Bataan

APPROPRIATE CLASS BEHAVIOR

Levels: All

I. **OBJECTIVE:** Students devise their own set of classroom rules and means of enforcement.

II. **MATERIALS:** Large sheets of colored manila paper.
Marking pens.

III. **ACTIVITY:**

1. From the class elicit information about a typical classroom situation in the native country. (This may not be possible in low level classes where many students have never attended school.)

2. Questions the teacher can ask to start the discussion:

   a. How did students interact with their teachers in the native country?
   b. What were some classroom rules in the native country?
   c. Which rules were often observed; which were often broken?
   d. What would happen when rules were broken? (Who was the enforcer?)

3. When the teacher has a pretty good idea of how a native classroom functioned, and when students have refreshed their memories as to rules in previous classroom experiences, have the students break up into smaller groups. (Give each group paper and a marking pen.)

4. Have each group make a list of rules from the native classroom and a list of rules they think might exist in an American classroom. For each rule the students should indicate who the enforcer was/is and the possible consequences of breaking rules.

5. Have each group briefly explain the list of native and American rules. Teacher should make corrections if necessary on American rules listed.

6. Teacher tells students that a CO classroom is unique as it is not a public school. (The students are all adults living in a refugee camp.)

7. Again, with the entire class the teacher elicits from students their ideas for rules, but now for the CO classroom. Teacher lists all students' suggestions as well as who will be the enforcer and the consequences. (Students invariably make a very long list with very strict enforcement; the teacher may want to discuss some of the harsher measures and perhaps eliminate them.)

8. From the initial list, make a final list for posting in the classroom.

Typical Classroom Rules could be:

1. Be punctual.
2. Come everyday.
3. Don't eat in the classroom.
4. Don't smoke in the classroom.
5. No babies if possible.
6. Ask questions if you don't understand.
7. Don't talk when the teacher, assistant teacher, or another student is talking.

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: CLASSROOM ORIENTATION
CONTENT STANDARD: 2
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

LEARNING STRATEGIES

Levels: A, B

I. OBJECTIVE: Students can compare and constrast learning strategies in their culture and in the American culture.

II. BACKGROUND INFORMATION:

A. What is learning. Learning starts early in life in a very natural way. Babies learn to cry when they are hungry and to smile when they see the mother. As they get older, people learn from observation, from experimentation, and from collecting experiences. School is, of course, not the only place where people learn. A Hmong boy might learn the skill of hunting from his father: by going to the woods with him, observing him, and trying to do it himself. A Hmong girl learns how to sew, cook, and work in the field in the same manner: by watching and imitating her mother and trying to master the skill.

B. American children are similar to refugee children in the way they learn. In this lesson it is important to introduce the concept of learning in its informal aspect, emphasizing that learning is a life-long activity that can take place at any time, anywhere. Students should be alert in all circumstances; classroom learning is only one method.

III. MATERIALS: Candles, tape, a tape recorder, objects of various shapes, incense sticks, flowers, rocks, soil. Video: Teaching and Learning in the Consortium Program (A Phanat Nikhom produced video tape).

IV. ACTIVITIES:

1. Discussion: Ask your students: "What is learning?" The concept of learning is really quite abstract and you may have difficulty generating discussion around this question. Here are some activities that might start some ideas and discussion flowing.

2. Candle and Heat.

Light a candle; tell the students to touch it. If they do not want to touch it, ask them why?

- How do you know it's hot?
- How did you learn that?

Experience has taught them. Experience is one of the most common and effective forms of learning. (American proverb: Experience is the best teacher.) In your training group, discuss how to effectively present this activity.

3. Sound.

Using a tape recorder, play some sounds of a barking dog, water running into a bucket, vehicles running on the street or other familiar sounds you may want to discuss. Ask the students to identify the sounds that they hear. Ask them how they are able to recognize those sounds. Have them consider the miracle of the human brain and the memory storage system whereby we are able to associate a new experience with a past experience and thereby know how to deal with the stimulus at hand.

4. Feeling (tactile sensation).

Ask your students to close their eyes and give them an object with a familiar texture and ask them to identify it on the basis of the tactile sense. (Objects to use: ball, square, rock, ice, pencil, etc.) Ask them:

- How do you know what it is?
- How did you learn that?

5. Sight.

Show photographs or drawings of unfamiliar scenes, objects, or equipment. Ask them to identify the picture. If they cannot, give them the proper name for whatever it is. Later ask them again and see if they can recall. Explain that this is one way of learning (looking, listening, repeating).

6. Discussion.

Now ask the students again: "What is learning?" Ask them how many different ways people can learn. Write their responses on the board. Emphasize that we learn through each of our five senses. Ask them which of the five senses we have forgotten in our lesson on learning. Ask them about the sense of smell and how it can be of use to us in our lives. Now talk about classroom learning as a new sort of artificial intensified way of getting new information and new skills and how it requires a lot of concentration and energy. We come to class, sit down and combine all of our senses and focus them on the teacher who helps us. Ask the students: "In the classroom which of our senses do we use the most?" Explain that the most effective way of classroom learning is for the students to discover by themselves whatever is being learned at a particular time. For this reason the teacher will be using the "question and discussion" technique much of the time. It is important that the students participate in the discussion and ask questions whenever they want to in order for this type of learning to be successful.

7. Have students tell some things they would like to learn in camp or in the U.S. Have them suggest ways to learn these things, places to learn them and who could teach.

8. Have one group name something the whole class knows how to do. Have the other group give the steps in learning how to do it.

9. Suppose after arriving in America, you want to learn about fishing and hunting. How will you go about it?

II. TIME MANAGEMENT

4. Students understand the importance of punctuality.
5. Students can use a calendar in planning daily schedules.
6. Students can make, keep, and break appointments.

TOPIC AREA: TIME MANAGEMENT
CONTENT STANDARD: 4, 5, 6
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

TIME IN THE VILLAGE

Levels: A, B

I. OBJECTIVES: Students can express their concept of time.
Students can explain their daily schedules in the village.

II. BACKGROUND INFORMATION:

A. Time for people whose life is related closely to nature is more abstract than time for Westerners. The hilltribe people see time as a cyclical pattern. They learn from nature of birth, growth, decay, death, and rebirth. Time for them is life. They usually do not look at it in terms of units such as minutes and seconds. Their activities are in harmony with nature and the rhythm of nature determines their activities. In the western world where life is more systematized, time becomes more concrete. People look at time as a straight line that they can divide according to their needs and necessities. Time is made into small units that can be represented by numbers and can be counted. Time can also be exchanged for money. People use these small units of time to organize their lives.

B. Teachers should try to help the students realize their own perceptions of time and the cyclical pattern of life so that they can relate time to activities that take place in camp and the U.S.

III. MATERIALS: Newsprint, felt pens, crayons.
3 sets of pictures of times during the day and pictures of activities.

IV. ACTIVITIES:

The following activities are designed for different levels of students. Teachers should choose the activities that are most appropriate for their students. The first is for all levels of students and should take place at the beginning of the class.

1. Brainstorming. Ask students the following questions about life in the village.
   - What did they do in a typical day?
   - What times did they do certain things? (e.g., farming, trading, washing clothes, sewing)
   - In what season did they do certain activities (religious rites, courting)
   - How did they know what time they should do things?
   - How did they classify time? in days, months, years?
   - What are some of nature's signs showing passage of time?
   - What would they do if they did not have nature to judge time by?
   - Did they have enough time?
   - What were some activities which had to be done at just the right moment?
   - Did they ever have to rush to do something?

2. Role play/drawing. The students in your class may prefer drawing to acting.

   - Divide students into 3-4 groups. Each group should consist of not more than 3 people.
   - Tell the students they are going to compete in a game. Give each student a picture from the set of pictures on time. Each group should not know what pictures the other groups have.
   - Allow each group 10 minutes to discuss the pictures they have, and how to act out an activity relating to their picture.
   - Have the students act out their activities in front of the class. Students from other groups should guess what the activity is and what time it takes place. Groups that guess correctly get one point.

3. Finding your partner.

   - Divide the students into 2 groups. Students in group 1 will be given pictures of times; students in group 2 will be given pictures of activities.
   - Tell the students to find their partners. Each student should try to find a partner who has the picture that matches his. (e.g., a student who has a picture of midday should find someone who has a picture of people having lunch.)

4. Making up stories.

   - Divide the pictures into two sets:

     a. pictures of time
     b. pictures of activities

   - Place them wrong side up on the table.
   - Have each student pick up 2 or 3 pictures from each set.
   - Allow the students 5 minutes to make up a story from the pictures.

5. Serialized pictures.

   - Divide students into 3 groups.
   - Give each group a set of pictures of time and activities.
   - Allow each group 5-7 minutes to make up a story that fits the sequence of pictures.
   - Each group explains the sequence of the pictures.

6. Conclusion: At the end of the activities have the students answer these questions:

   - What is time?
   - Do you think time is important? Why?
   - How would you equate time with money?
   - What are some ways to make best use of your time?

III. COMMUNICATION

7. Students can understand cultural differences in name order and the necessity for consistent spelling and placement of the last name.
8. Students can demonstrate appropriate greetings used in America.
9. Students can demonstrate use of both public and private telephones.
10. Students can discriminate sounds on a telephone, including dial tone, ringing, and busy signal.
11. Students understand how to use a telephone in emergency situations.
12. Students know appropriate numbers and places to call in emergency situations.
13. Students understand relevance of area codes and time zones when making long distance telephone calls.
14. Students can describe time-distance-cost relationships in determining long distance telephone rates.
15. Students understand use of toll-free telephone numbers.
16. Students understand what a map is and how it can be used.

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: COMMUNICATION
CONTENT STANDARD: 8
SUBMITTED BY: Kathleen Maceda
SITE: Bataan

GREETINGS

Levels: B, C

I. **OBJECTIVES:** Students can demonstrate appropriate greetings used in America. Students will be able to demonstrate understanding of eye-to-eye contact and other cultural differences.

II. **BACKGROUND INFORMATION:**

A. In their native countries, refugees generally do not practice handshaking (especially between males and females) or kissing in public.

B. The lowering of one's eyes, which in Southeast Asia is a sign of respect, could be mistaken for dishonesty, shyness, or disinterest in the person spoken to when in America.

C. It may be considered impertinent, forward, or improper for Southeast Asians to verbally acknowledge the presence of a person (i.e., say "hello"), depending on status, age or sex. When in America, refugees should realize that informality is characteristic of the general populace. Not to make a verbal greeting may be considered impolite, regardless of the sex or age of the person being addressed. It is also considered impolite by Americans not to be introduced to other people. It is usual for children as well as adults to be introduced by name.

D. To greet a person by asking "How are you?" is actually just an acknowledgement. Americans will not expect refugees to literally elaborate a list of misfortunes.

III. **MATERIALS:** Pictures of different kinds of greetings
- handshake
- wave of the hand
- pat on the back
- hug/embrace
- cheek kissing
- lip kissing

Poster with different phrases of common greetings and responses:

Hi	—	Hi
Hello	—	Hello
How are you?	—	Fine, thank you. And you? Not so good. How about you?
How are you doing?	—	Okay. All right.
What's new?	—	Not much.
This is my (friend/ husband), (name).	—	Glad to meet you.

IV. ACTIVITY:

Teacher explains that Americans are generally open and informal. Eye-to-eye contact is always present in a greeting. Absence of it could be misinterpreted as a sign of dishonesty, shyness, disinterest, or boredom.

1. Teacher shows pictures of different greetings explaining what they are, or may elicit different styles/forms from the class first.
   Teacher picks up first picture of a handshake and explains that it is one of the most common greetings. It is used by people of the same sex, opposite sex, and between younger and older people.

2. Teacher demonstrates with Assistant Teacher, then explains that the handshake should be a firm grip, using the whole palm, and not just the fingertips, at arm's length, together with eye-to-eye contact.
   Teacher then demonstrates with AT the wrong kind of handshake. Teacher repeats with AT the proper form, then goes around the class shaking hands with students.

3. Teacher pairs students off. With this first trial, it is up to the discretion of the teacher to choose having pairs of the same sex with a few opposite sexes matched. More often than not, a few bolder learners will surface. By the end of the class, though, females should have shaken hands with males.

4. Teacher demonstrates the wave of the hand as another form of greeting. Explain that it can mean hello or goodbye.
   Students practice.

5. Teacher demonstrates the pat on the back as another form of greeting, showing the picture at the same time. Explain that some Americans do it very strongly.
   Students practice.

6. Teacher then explains the remaining three greetings (and any others). Teacher tells students that when their sponsor greets them at the airport it is possible that they might be hugged and kissed on the cheek as a sign of welcome; they should not be shocked or embarrassed. This should be done while showing the picture at the same time. Explain that close friends of the opposite sex may kiss on the lips, even if they are not intimate friends.

7. Teacher then reads the different greetings written on the poster while the AT translates. Teacher reads them again and students repeat. Teacher then demonstrates with the AT the various greetings. After each greeting, teacher goes around the room asking students questions and getting the appropriate answers.

   Note:

   For lower levels to master all the greetings would be difficult. The teacher can decide what is appropriate.

8. Teacher then combines the greeting with the handshake, the wave of the hand, and the pat on the back, demonstrating each with the AT. Teacher goes to each student doing the same — one greeting at a time.
   Students then practice in pairs while teacher supervises.

9. ***Role play:***

You are walking along the road and you see your friend, your teacher, your child, your boss, your classmate, your spouse, your sponsor. What will you do, using the different greetings learned?
Teacher should wait for volunteers and encourage participation. Have as many pairs get up and act in front of the class as possible. This will prepare them for future role plays.

Note:

Many students have difficulty doing role play. One helpful technique is to keep a few simple articles which help students "take" a role such as: hats, badges, a tie, an apron, etc.

TOPIC AREA: COMMUNICATION
CONTENT STANDARD: 7
SUBMITTED BY: Ruffy Tangonan
SITE: Bataan

NAMES AND NAME ORDER

Levels: C, D, E

I. **OBJECTIVE:** Students will understand cultural differences in name order and the necessity for consistent spelling and placement of the last name.

II. **MATERIALS:**
Strips of cardboard
Pictures and full names of prominent figures on cards.
(Put first, middle, and last names on separate cards.)
Students' ID or ICM cards

III. **ACTIVITY:**

1. Have students take out their ICM cards. Students check the spelling and name order on their cards and confirm that both are correct.

   Teacher explains the importance of keeping the same name order and spelling for purposes of record keeping. Ask students what they should do in camp if there is an error on their ICM card (go to JVA), if there is an error on their I-94 when they reach the U.S. (go to their sponsor or VOLAG).

   Elicit from students what problems they might have if they change their name order or the spelling. Discuss problems which might arise with the following:

   — mail delivery
   — telephone calls
   — pay records
   — benefits
   — contracts

2. The teacher asks 2 or 3 students to:

   — write their names on the board,
   — identify their first name, last name, and middle name

3. Teacher writes 2 or 3 American names on the board and asks students to identify the first, last, and middle names. Students compare and contrast name order of their names with the American names. Explain that American first and middle names can be represented by the first initial and a period as in J. Q. Doe.

4. Students write their first, middle, and last names on separate cards. They then order their names in the American style. Explain that in the U.S. names are alphabetized last name first. Next students arrange their names as they would for the phone book, last name first.

5. Teacher shows students the name cards and pictures of prominent figures. Then shuffles cards. Students match name cards with the pictures, using correct name order, then put them in order for a phone book.

TOPIC AREA: COMMUNICATION
CONTENT STANDARD: 7, 11, 32, 42, 72, 77
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

PRODUCING PERSONAL ID AND INFORMATION

Levels: C, D

I. **OBJECTIVE:** Students can produce basic ID and personal information commonly needed during transit and the first few weeks of resettlement.

II. **MATERIALS:** A list of the names and T-numbers of the students in the class.
Small I.D. cards (Attachment 1)
Personal Information forms (Attachment 2)
Paper and felt pens

III. **ACTIVITIES:**

1. Ask the students to think about the registration for this program. Suppose they were to help register new students. What kind of questions would they ask? Several groups should make lists.

2. Ask a student from one group to "register" a new student about to enter the program. Ask another group to interview him, using the questions they have prepared. Repeat with other groups. The teacher may participate in the role play as one of the actors.

3. Ask the students to think about the schools and government offices they will see in America. Ask: "What will you need to tell these people about yourself?"

4. Pass out the personal information forms. Ask students to complete the form. Encourage fast students to help slower ones. The teacher should assist as needed.

5. When all students have finished, explain that some of this information is sometimes written on a small card called an ID card. The teacher should pass out the ID cards. Hold up a sample ID card. Ask, "What information is needed here?" Say, "Show me this same information on the form you just completed."

   Students should transfer the information from the Personal Information form to the ID card.

   Tell the students to keep this ID card and bring it to the next lesson with them. (They will need it for other lessons. For example, check cashing.)

6. Lead a discussion about personal information and its uses. Include the following questions and any others you think appropriate:

   What are the uses of ID cards in your country? What do they look like? What information do they have? Who uses them? How are they used?

   What might be the uses of ID cards in America? What have you heard about the kinds of information asked for there?

What are the similarities between the uses of personal information in your country and the uses in America? What are the differences?

Who can help you fill out forms and documents in America?

Name some places where you will have to fill out forms in America?

- VOLAG
- Hospital
- Bank
- At work
- School
- Immigration
- Social Security Office
- Telephone Office
- Housing Office
- Employment Office
- Police Station

7. Have students role play some situations in which someone will want to see the ID.

   - Cashing a Check
   - Traffic Violation
   - Buying Liquor
   - Student Admission (museums, sports events, movies)

ATTACHMENT 1

IDENTIFICATION CARD

(TYPE OR PRINT IN INK)

NAME ____________ | ____________ | ____________ PHOTO
LAST FIRST MIDDLE INITIAL

BIRTHDATE ____________ | ____________ | ____________
MONTH DAY YEAR

HOME ADDRESS ____________ | ____________ PHONE ____________
NUMBER STREET ADDRESS AREA

____________ | ____________ | ____________
CITY STATE ZIP CODE

HEIGHT ______ | ______ WEIGHT ____________ SEX ______ | ______
FT IN LBS M F

HAIR ____________ EYES ____________

SIGNATURE ____________

ATTACHMENT 2

PERSONAL INFORMATION FORM

1. NAME ______________________ 2. T-NUMBER __________

3. ADDRESS ______________________________________

4. BIRTHDATE ____________________ 5. SEX (CIRCLE ONE) M F

6. OCCUPATION ______________________________________

7. FATHER'S NAME ___________________________________

8. MOTHER'S NAME __________________________________

9. WIFE OR HUSBAND'S NAME ___________________________

10. HOW MANY CHILDREN DO YOU HAVE? ___________________

11. NAMES OF CHILDREN:

GIRLS' NAMES	BOY'S NAMES
1. ____________	1. ____________
2. ____________	2. ____________
3. ____________	3. ____________
4. ____________	4. ____________
5. ____________	5. ____________
6. ____________	6. ____________
7. ____________	7. ____________

12. NAMES AND ADDRESSES OF RELATIVES LIVING IN THE UNITED STATES

1. NAME ______________________________________
   ADDRESS ___________________________________
2. NAME ______________________________________
   ADDRESS ___________________________________
3. NAME ______________________________________
   ADDRESS ___________________________________

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: COMMUNICATION
CONTENT STANDARD: 9, 10, 11, 12
SUBMITTED BY: CO Staff
SITE: Galang

USE OF THE TELEPHONE

I. CONTENT STANDARDS:

- Students can demonstrate the use of both public and private telephones.
- Students can discriminate sounds on a telephone, including dial tone, ringing and busy signal.
- Students understand how to use a telephone in emergency situations.
- Students know appropriate numbers and places to call in emergency situations.

II. BACKGROUND INFORMATION:

A. Almost everyone in America has a telephone. Private homes, apartments, schools, factories, and offices usually have telephones. In America, you can talk to almost anyone, anywhere in the country, if you have the person's telephone number. For local calls, American telephone numbers consist of seven digits. It may be difficult to remember all of the telephone numbers of friends, relatives, doctors, etc., so people often keep a list of names and telephone numbers next to their telephone.

B. People use the telephone for convenience. They can call friends or offices to make appointments or to get information without having to travel across town. People also use the telephone in emergency situations. It provides fast contact with sources of help and support.

C. **Phone Service:** Having a telephone does involve costs. There is an initial installation charge for phone service that varies from one location to another. First time customers are required to pay a *deposit* for phone service. If the customer does not pay his or her telephone bills, the phone company will keep the deposit as payment, and possibly disconnect the phone. If the customer pays all of his or her telephone bills, the phone company may return the deposit money to the customer after a year or so. Another way to arrange for first-time service is to have a "co-signer." A co-signer is a person who has established good credit with the phone company (usually for at least 1 or 2 years) and who agrees to be responsible if the applicant fails to pay the phone bill. You will receive a bill every month from the phone company that includes a monthly service charge based on the type of telephone you have, the number of phones you have, and the kind of service you have. The bill also includes a charge for each long distance call made from your phone.

D. Even with all of those costs, most people in America manage to have phone service. The general procedure for having a phone installed is described in the CAL Monograph, COMMUNICATION AND TRANSPORTATION.

E. **Phone Etiquette:** When people in private homes answer the phone, they generally answer by saying "hello." The caller must then speak, asking to talk with the person he or she is calling. If the caller remains silent, the person answering may become annoyed and hang up the phone. Telephone connections are usually very good. There is no need to shout into a phone. Speaking in a normal tone is adequate.

F. **Pay Phones:** Local calls from a pay phone may cost 10 ¢ to 25 ¢ depending on the city. Long distance calls can also be made from a pay phone. Before the call is connected the operator will tell the proper amount in coins to be deposited. If no one answers or the line is busy, the caller can hang up and the money will be returned automatically in the coin return slot. Emergency calls to "0" or "911" usually do not require money.

When using a pay phone, it is polite to limit the length of your phone call, especially if others are waiting to use the phone.

G. **Directory Assistance:** This service of the phone company provides callers with access to numbers that are not listed in the phone book. Also, if a person does not have a phone book, he or she can call directory assistance. It is best to try to find the number in a phone book first. In some places, people are charged 10 ¢ or more for each call they make to directory assistance. It is important to remember which name is the *last name* because telephone numbers are listed according to a person's *last name.*

H. **Telephone Solicitation:** Some products or services are advertised and sold over the phone. The caller should give his or her name, the company name, and the reason for calling. If you are not interested, refuse the offer. If the caller still tries to sell the product, just hang up.

I. **Employee Identification Cards:** Every employee of the telephone company must carry an employee's identification card. When someone comes to your home or office and says he or she is from the telephone company, ask to see the identification card.

III. MATERIALS:

- Phone Books
- Dial Phones
- Pay Phones
- Phone Book Worksheet (See Attachment)

IV. ACTIVITIES:

Activity One: Dialing A Telephone/Reading Phone Numbers I Levels: A, B

Objective: Students can demonstrate the proper way to make a local telephone call by reading phone numbers and dialing the phone correctly.

Steps:

1. Place 7 flashcards of phone numbers on the board. Explain that local telephone numbers consist of seven digits.
2. Give telephones to 2 students. Tell them that they both live in New York City and instruct one student to call the other. (That person's telephone number is on the flashcard on the board.) Have the whole class read each number out loud as the student dials.
3. Explain that the telephone will ring at the other person's house. ("BBRRINGG. . . . !"). The person will hear the ringing and pick up the phone.

4. Repeat the above activity with 2 new students and a new phone number. Have one student call and the other student answer. (The proper answer is "Hello.")

Activity Two: Dialing A Telephone/Reading Phone Numbers II Levels: All

Objective: Students can demonstrate the proper way to make a local telephone call by reading phone numbers, dialing the phone numbers correctly, and giving appropriate information.

Steps:

1. Ask students who they might want or need to call when they are in America. (For A and B classes, the teacher may want to show pictures and/or words in native language to give the students ideas.) List answers on the board. After completing the list, assign a telephone number to each person or place listed.

Examples:	English teacher	281-9867
	Sponsor	888-7261
	Tran (name of friend)	354-6171
	Doctor	802-9090
	Police	402-5664
	Bill Jones (neighbor)	991-8091
	Fire Department	831-8091

2. Divide the class into five groups and give each group a telephone.

3. (For A/B/C only). Ask one student in each group to dial the first number on the list. Make sure the student says each number as he/she dials it. Another student can dial the second number. Continue until all the students have had at least one chance to dial the telephone. (Help preliterate learners to find each number by counting the holes.)

4. Discuss the importance of using the telephone to make appointments with a doctor, friend, potential employer, etc. What information must be given by the caller? (name, reason for appointment, telephone number, address). Have the translator play the role of the receptionist as one student calls to make a doctor's appointment. After the role play, each group practices a phone conversation. Emphasize that each role play must include all necessary information. Assign more groups to call a doctor, others to call a friend to make a date for lunch. In advanced classes, you may want to assign one group to make an appointment for a job interview.

5. Ask two members of each group to role play their telephone conversations for the class. List the information they mention on the board. After each role play, ask the other students what the important information was. Was everything included in the conversations?

Activity Three: Emergency Phone Calls Levels: All

Objective: Students can demonstrate the proper procedure for placing emergency phone calls.

Steps:

1. Ask the students, "In what other situations would you need to tell someone your name, address, and telephone number over the phone?" EMERGENCIES!

2. Ask the students to think of possible emergency situations in which they would need help quickly. List these on the board.

3. Stress the importance of not being afraid to ask someone for help. Examples would be in case of fire when one might need the neighbor's help as well as the help of the Fire Department. Another would be asking the police for help in the case of a robbery. The Police and Fire Departments are there to help you. Always keep the following information with you to assist in case of emergency:

    1. Your I-94 identification card.
    2. The name, address, and phone number of your sponsor and of any friends you might have.

4. Explain that each city has its own emergency telephone numbers. In many cities, there is one number that can be used to call for help in any emergency. That number is "911." It is important to find out the emergency numbers and put them on a paper next to the telephone. (If a person can't remember the emergency phone number, and doesn't have it listed, he or she can call the operator by dialing "0" to ask for the Police or Fire Department, or for an ambulance.) Emergency numbers are listed in the front of the telephone book. If you move to a new city, check these numbers because they may be different from area to area.

5. Explain the following:

    a. For medical emergencies, either dial the emergency phone number or dial "0" for operator and request assistance. When someone answers, say the following: "Please send an ambulance to . . . " and then give your address.
    b. For fire, dial the emergency phone number or "0" for operator. When someone answers, respond with "There is a fire at . . . . " and then give the address.
    c. For burglary or theft, again use the same dialing procedure, but answer with "Send a policeman to . . ." and then give your address.

6. Have one student and the translator demonstrate calling 911 in an emergency situation. Be sure that all the vital information is included. Assign the students to groups to make emergency calls about a fire, robbery or accident.

Activity Four: Pay Phones Levels: All

Objective: Students can demonstrate the proper procedure to make a phone call using a public phone.

Steps:

1. If there is one, make use of a model pay phone. Otherwise make a poster of a pay phone. Ask students what it is, where they would find one, and when they would use it.

2. In higher level classes, ask for a volunteer to come to the front of the classroom and demonstrate the procedure for making a call from a pay phone. In lower level classes, demonstrate for the students. Then have 2 or 3 others demonstrate the procedure.

Activity Five: Directory Assistance — Levels: C, D, E

Objective: Students can demonstrate how to find a telephone number they don't know by calling directory assistance.

Steps:

1. Ask the students how they would find a friend's or doctor's telephone number if they didn't know it. (Some answers: phone book, call another friend, operator.) Explain the function of "Directory Assistance." (See Background Information).
2. Post a name and address on the board and ask a volunteer to call "Directory Assistance" to request the telephone number.

   Example: Joan Kim
   102 Elm Street
   Dallas, Texas
   Student: dials 411
   Translator: answers, "Directory Assistance"
   Student: I would like the telephone number for Joan Kim, 102 Elm Street, Dallas.
   Translator: One minute, please. The number is 762-0483.
   Student: Thank you.

Activity Six: Uses of the Phone Book — Levels: C, D, E

Objective: Students can demonstrate a basic knowledge of the use of a telephone book by locating telephone numbers in the phone book.

Steps:

1. Divide the class into 5 or 6 groups. Distribute a telephone book to each group. Discuss what information people find in the telephone books.
   What is in the white pages? What is in the yellow pages?
   What information is in the front of the book?
2. Ask each group to locate a number in the phone book. Have a representative from each group write the telephone number on the board. After all the groups have located the telephone numbers, have a group representative explain where he or she found the number. (This activity can also be used as a contest.) Some examples are:
   - a. What is the Police emergency number?
   - b. What is the Fire emergency number?
   - c. What is the Ambulance emergency number?
   - d. Find the telephone number for: Betty Keng
     25 Orchard Rd.
     Springfield
   - e. You want to invite Mr. Priestly to dinner. He lives on Wardsboro Road. What number should you dial?
   - f. You have had difficulties finding a job that you really like. You need somebody to give you advice. Where should you look in the telephone book? What (whom) do you need?
   - g. You need to make an appointment with a doctor at Memorial Hospital. What number should you call? (Hint: There are two places to find this phone number.)
3. Have students devise Phone Book problems in groups, and exchange. (See Attachment)

Activity Seven: **Telephone Service** Levels: All

Objective: Students can demonstrate an understanding of the *general* procedures for obtaining phone service by describing the steps in proper order.

Steps:

1. Describe the general procedure for arranging for phone service. (See Background Information). List the steps on the board (in English and/or native language). Stress the importance of going to the Phone Store with a translator if necessary so that the refugee can choose the service that is best for him or her. Also, stress the responsibilities involved in renting and using a telephone: paying bills, maintaining equipment, etc.
2. Have students make cards for each step in obtaining phone service. Shuffle cards and have students rearrange in the correct order. Ask students to explain steps on the cards one by one.

V. ESL MINIMAL VOCABULARY:

telephone
telephone number
emergency
fire
robber
ambulance
police
operator

dial
push button

My address is ______________ .
My telephone number is __________.
My name is ______________.

VI. ADDITIONAL RESOURCES:

— CAL Monograph, COMMUNICATION AND TRANSPORTATION. (Revised Version)

ATTACHMENT

PHONE BOOK WORKSHEET

YELLOW PAGES

Levels: C, D, E

1. On what pages do you find restaurants? ______________
2. Does the "Jolly Butche's Restaurant" serve shrimp (see ad.)? ___________
3. Under what heading would you look for Bartender School? ________________
4. On what page can you find eyeglasses? ___________
5. How many headings do you find on page 67? ___________
6. How many different stores are listed under "Department Stores"? ____________
7. Under what headings do you find doctors listed (M.D., general doctor)? ____________
8. How many numbers are listed under "Publishers-Books"? _____________
9. What's the number for the Pharmacy on Elliot Street? ______________
10. What bank says they are "Good, friendly people who know their banking"? __________
____

Vocabulary:

Heading
Bartender
Shrimp
Publisher

TOPIC AREA: COMMUNICATION
CONTENT STANDARD: 9, 10, 11, 12
SUBMITTED BY: CO Staff
SITE: Bataan

USE OF TELEPHONE

Levels: C, D, E

I. **OBJECTIVES:** Students will be able to demonstrate the use of both public and private telephones. Students will be able to discriminate sounds on a telephone including dial tone, ringing and busy signal.

II. **MATERIALS:**
Telephone sets
Visuals of telephones (public and private)
Situation cards
Visuals of emergency situations

III. **ACTIVITIES:**

1. Teacher introduces the topic by asking questions:
   - If you wanted to contact someone or give someone a message, how would you do it?
   - In your country, where would you find a phone?
   - How many of you had phones in your home?
   - How many families in your neighborhood had telephones?

2. Teacher explains the uses of the telephone:
   - social calls, e.g., talking to a friend
   - social appointments
   - business appointments, e.g., interviews, doctor's appointment
   - emergencies, e.g., accidents, illness, theft

3. Teacher demonstrates how to use the telephone:
   1. Pick up the receiver — make sure it is right side up.
   2. You should hear a buzzing sound (dial tone) before you begin to dial.
   3. Placing finger in hole, move the dial to the right until your finger hits the finger stop.
   4. Take your finger off the dial and let it go back all the way before dialing the next digit.
   5. If using a touch-tone phone, press the button of the desired number.
   6. A "BUZZ-BUZZ" signal means the line is busy. Hang up and dial again later.
   7. A ringing signal will be heard if the call is going through.
   8. After the call, remember to hang up the receiver gently.

   Teacher also discusses
   - Beginning and ending a call
     greeting and introduction
     purpose of call
     ending of call
   - Etiquette
     level of voice
     manner of speaking or answering
     being put on hold

4. Students role play phone conversations, addressing the points above.

5. Teacher compares public and private telephones:
   - location of private telephones (homes, offices)
   - location of public telephones (streets, highways, shopping centers, supermarkets)
   - when payment is due

6. Teacher explains how to make a local call from a pay phone emphasizing the following points:
   - using correct change
   - listening for dial tone
   - dialing the number

7. Teacher gives situation cards to various students. (see below) Students role play making calls from a pay phone.

SITUATIONS

1. You phone your husband at the factory and are told that he cannot come to the phone. You are asked to call back later or to leave a message. What do you do?

2. It is now 11:45 A.M. and you are caught in traffic. You are going to be late for your 12:00 noon appointment with your friend. What do you do?

3. You are calling from a public phone and get a wrong number. What do you do?

4. Your child is sick and needs to go to the doctor. What do you do?

5. You and your family are entertaining a guest when the phone rings. The caller, a stranger, wants you to subscribe to some magazines. You don't want the magazines and it is inconvenient for you to talk on the phone at this time. What is the polite thing to do?

6. You call your doctor's office and a voice says "Hello, this is Doctor Smith's office, hold the line please." Then you hear nothing. What has happened? What should you do?

TOPIC AREA: COMMUNICATION
CONTENT STANDARD: 9, 10
SUBMITTED BY: Le Van Thuy
SITE: Bataan

USING THE TELEPHONE

Levels: C, D, E

I. **OBJECTIVES:** Students can demonstrate use of a private telephone.
Students can discriminate sounds of the telephone, including the dial tone, ringing, and the busy signal.
Students can demonstrate how to order telephone service.

II. **BACKGROUND INFORMATION:**

A. In the U.S., the telephone is a necessity. Using the telephone is still something new among Indochinese refugees, particularly for those who come from rural areas.

B. Nearly everybody in the U.S. has a phone in his or her house or working place. People use telephones for all kinds of purposes: talking to friends, making appointments with a doctor, calling police for help, and even paying bills. It's hard to imagine how Americans would live without telephones. To newly-arriving refugees a home telephone may be one of the best and nearest sources of support for whatever troubles may arise. Therefore, refugee students should learn how to use the telephone and understand its applications.

III. **MATERIALS:** Several sets of telephones, (real or toy).
2 sets of electric telephones (which have real dial tone, ringing and busy signals).
Pictures of different kinds of telephones.
Pictures of dial phone and touchtone phone (attached)
U.S. and Indochina maps (of same scale) and flashcards of people using telephones.

IV. **ACTIVITIES:**

1. Introduction: A phone conversation between a teacher visiting in Washington State and a refugee who worked with her as an Assistant Teacher (AT).

Teacher puts up a big U.S. map and 2 flashcards showing a man and woman talking on the phone. One flashcard is put over Washington State, the other over Florida. Also display map of Indochina to compare size of country with that of U.S.

Teacher briefly explains the situation: The teacher has just arrived in Washington State to visit her friends. She calls the AT who is a refugee in Florida to say hello.

Teacher dials a number. The phone rings. AT picks up the receiver.

AT : Hello. This is Darith speaking.

Teacher: Hi, Darith. This is Chit. How are you?

AT : Hi, Chit, I'm fine. How are you?
Welcome to America.

Teacher: Thanks. I'm fine.

AT : Chit, excuse me, I'm really busy now. Could I call you back? What's your phone number?

Teacher: Area code two oh six, four three three, oh two one seven.

AT : Area code two oh six, four three three, oh two one seven? I'll call back in about an hour. Goodbye.

Teacher: I'll wait for your call.

Teacher discusses the importance of using a telephone by asking discussion questions:

Did you understand the phone conversation?
Have you ever used a telephone in your country or here?
In what situations have you used a telephone? At home, in the office, in the Army, in a public place?
Do you remember your phone number?
If you had no phone, how would you contact people? Would you walk to their home or office or would you send letters?

2. Teacher points out how large the U.S. is when compared to the students' countries and that it is sometimes impossible to go from one place to another in order to give messages or contact people. Teacher refers to the earlier phone conversation to show how quick and convenient it is for the teacher in Washington State to contact the AT in Florida by phone. From Washington to Florida, it may take four days for a letter to reach the receiver. It probably takes 5 days if one wants to travel by bus. Walking is practically impossible!

3. Give the students the handouts (pictures of dial phone and touchtone phone) or show students real telephone sets (dial phone and touchtone phone). Explain the parts of the telephone and how to use them.

receiver or headphone
mouthpiece
earpiece
headphone cradle
dial face, button face
telephone base

Explain how to use the telephone:

Answering the phone:

The bell rings. Pick up the receiver. Hold it up to your ear. Make sure the mouthpiece is close to your mouth. When the conversation is finished, just simply replace the receiver on the cradle. If the receiver is not correctly replaced on its cradle, a high, piercing tone will begin.

Making a call:

Pick up the receiver. Listen for the dial tone. Dial the number you wish. Place your finger in the hole above the number, pull it all the way to the finger stop. Take the finger off and let the hole go back to its previous place. Dial the next digit. For touchtone, just push one button at a time. Do it carefully.

Listening for different sounds:

A series of short, high tones: the phone is ringing. Wait for someone to answer before saying "Hello." A "buzz buzz" signal: the line is busy. Hang up and call back later.

Explain phone numbers in the U.S. Write a sample phone number on the board:

In the U.S., a complete telephone number has 10 digits: e.g., (215) 433-0217.

— the first 3-digit number is called the area code.
  Explain area code.
— The 7-digit number is the local phone number.

4. Students practice making phone calls.

Show students some telephone numbers on flashcards. Read them and have students repeat. Zero is usually called "oh" in a telephone number.

> e.g., (215) 433-0217. Students say: "Area code two one five,
> the number is four three three, oh two one seven."

Ask each student to choose a local phone number. Pass the telephones around and have students practice dialing their phone numbers. They can say their phone numbers out loud while they are dialing them.

Using two sets of electric phones, students recognize telephone sounds.

Dial tones

One set of telephones is electrically charged. The other is not. Ask students one by one to find which phone has a dial tone.

Ringing sound and busy sound

Both telephones are electrically charged.

One student is asked to dial a phone number. The bell rings. Another student is asked to pick up and answer saying "Hello." Some other pairs of students are asked to do the same thing.

Now, the teacher asks one student to hold a receiver and pretend to be talking. Another student is asked to dial a phone number. He gets a busy signal. He hangs up. The teacher could ask other students to try again. They should all hear the busy signal.

5. Students role play using basic telephone language. Teacher explains each situation and students practice the dialogues, first together, then in groups.

a. Dialogue I: Hello!

In the U.S., the person who answers the phone says "hello" first.
He may say his name too.

A: Hello. This is Darith (speaking).
B: Hi, Darith. This is Chit. How are you?
A: Hi, Chit. I'm fine. How are you?
B: I'm fine, thanks.

b. **Dialogue II**: ***Just a minute!***

If the person being called does not answer the phone, the caller should ask that person. "Is *(name)* there? May I speak to him (or her), please?" The answer might be "Just a minute" or "Hold the line, please," or even "Don't hang up." The caller should not hang up, but wait for the person to answer.

A: Hello.
B: Hello. Is Bob there? May I speak to him?
A: Yes, just a minute, please. Bob, it's for you.

c. **Dialogue III**: ***May I take a message?***

If the person called is not there, the response might be "May I take a message?" Or "Please call again at (time)."

A: Hello.
B: Hello. May I speak to John?
A: Sorry, he's not here now. May I take a message?
B: Yes, this is Betty. Please tell him I'll call back later.
A: O.K., goodbye.

d. **Dialogue IV**: ***Wrong Number.***

A: May I speak to Thanh, please?
B: No one by that name lives here. What number are you calling?
A: 435-1541
B: I'm afraid you have the wrong number.
A: Sorry to disturb you.

6. In the front corner of the classroom, teacher sets up a telephone store with several different types of telephone equipment in different colors. Toy telephones may be used. Teacher can use posters or pictures of telephones. Teacher uses brainstorming techniques to answer the following questions:

Who would help you order a new telephone?
-- Your sponsors and friends could help you inquire about telephone service. However, it's you who will order and pay for the service.

Where do you go?
— Visit your nearest telephone store (use visuals to simulate your own telephone store) where you can see available telephones on display.
— Teacher shows:
different types of telephones: dial phone, touchtone phone, table phone, wall phone.
different colors: blue, red, white, black, etc.
different styles: standard, classic, fancy (e.g. Mickey Mouse phone)
— Talk to the salesperson and make clear that you probably want the cheapest model and the cheapest service.

Teacher explains the types of basic phone service in most areas:
Unmeasured service:
The monthly rate (e.g., $7.00) provides an unlimited number of local calls.

Measured service:
If you don't make any calls, this is the least expensive. The monthly rate (e.g., $3.00) provides an allowance of a certain number of local calls (e.g., 50 calls). After your local calls use up this allowance, you'll be charged for the extra local calls you make.

The salesperson may ask you to fill out the appropriate forms and answer some questions concerning:

- your complete address
- type of home telephone service
- whether or not you want your name listed in the directory
- if yes, how you want your listing to appear.

You will be asked to pay a deposit to establish your credit. It may be returned to you after you have paid the bills regularly for a year or when the phone is returned. There is a fee for installation.

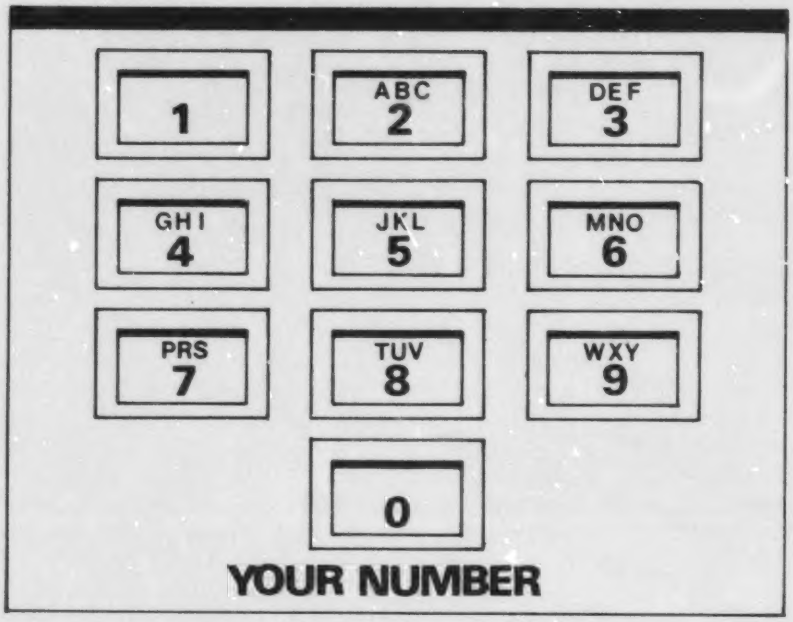
The telephone company will assign you a phone number.
A phone book is also given to you for free.

7. Additional Activities

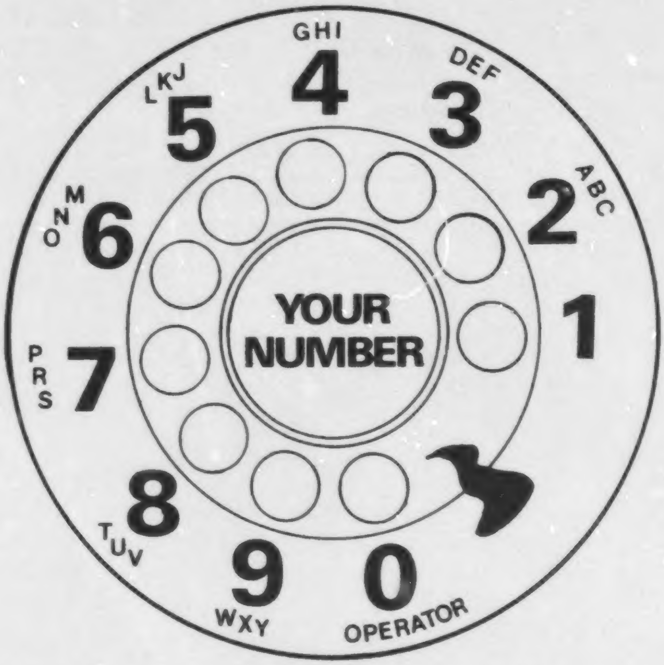
Practice dialogues with a salesperson or repair person.
Make up exercises using the phone book.

ATTACHMENT

Talking on the Telephone



BUTTON TOUCH TONE



HOLE TELEPHONE DIAL

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: COMMUNICATION
CONTENT STANDARD: 16
SUBMITTED BY: CO Staff
SITE: Galang

MAP READING

I. CONTENT STANDARDS:

- Students understand what a map is and how it can be used.

II. BACKGROUND INFORMATION:

A. A primary goal of refugee resettlement in America is that the refugees become self-sufficient as soon as possible. One step towards self-sufficiency is being able to find one's way around one's new city. Refugees may have trouble understanding oral directions from Americans. People on the street may not have the time or patience to give detailed directions. The refugees' friends or relatives may not be able to give directions to their own homes, so the refugees might have trouble finding them. Reading a map can help.

B. Most refugees are resettled in urban areas. Large cities with crowded streets and high-rise buildings may confuse and frighten some newcomers who need to get from one place to another and don't know the language, the area, or the transportation system. Being able to locate where one is and where one wants to go (on a map) can increase a person's sense of confidence and independence.

C. **Types of maps.** A map is a scaled representation of an area, a way to identify landmarks, and a way to get help in going from one place to another. There are many types of maps. A *city map* is the most commonly used and the one that will probably be most helpful to refugees. There are also *road maps* (state or county), *subway or bus maps, topographical* (showing geographical features), *political* (showing county boundaries), and *navigational maps.* Even store or building floor directories are maps.

D. In America, maps can be found at gas stations, bookstores, tourist offices, and the local Chamber of Commerce. Usually a small fee is charged.

E. City Maps

1. In the U.S., many large cities are divided into different sections according to compass directions. Often the division is determined by a particular street or landmark. For example, Portland, Oregon, is divided into east and west by the Willamette River.

2. Most maps will have the following information: each street will be labeled with a name and direction (N.S.E.W.), different blocks will be numbered to make it easier to find an address, and there will be an alphabetical index of street names.

III. MATERIALS:

- Poster: map of Vietnam
- Poster: map of the world
- Maps of the U.S.A. (road maps)
- State maps (road maps)
- City maps with street index (such as Singapore, Bangkok, Manila)
- Poster: Map of camp
- City map of a U.S. city (such as Portland)
- Handouts (attached)
- Flashcards can be prepared with information about each state.

IV. ACTIVITIES:

Activity One: **Classroom Maps** Levels: A, B, C.

Objective: Students can demonstrate understanding of a simple map by arranging classroom furniture according to a classroom map.

Steps:

1. On the board, draw a floor plan (map) of the classroom, including the desks, benches, blackboard, and even some books or umbrellas in whatever arrangement the teacher chooses.

2. Give the students two minutes to arrange the classroom furniture according to the plan on the board. Ask the students to explain what everything on the board represents.

3. If the students have a good grasp of the concept of a map, the teacher may choose to skip to Activity Four (drawing a classroom map). If the students have difficulty following the plan on the board, continue with activities two, three, and four).

Activity Two: **Purpose and Types of Maps** Levels: A, B, C

Objective: Students can demonstrate an understanding of the purpose and types of maps by listing ideas on the board.

Steps:

1. Ask individual students the following questions: If you were in Saigon and had to go to a place just outside the city, a place you had never been before, how would you proceed? What kind of transportation would you use? How would you find the place?

2. If you were in Saigon and needed to find an office building you had never seen before, how would you proceed? How would you get around the city? How would you find the place?

3. List students' responses. Possible responses might include: ask directions from people, follow landmarks, keep looking at the sun, use a map.

4. Ask those students who mentioned maps to explain what a map can tell them. How does a map help you find a place? What kinds of maps have the students used at home? (There might be a boat captain in the class. This person could explain how to use a map!) What other kinds of maps are there? Where can you find them in the U.S.?

Activity Three: **Compass Directions** Levels: A, B, C

Objective: Students can demonstrate an understanding of compass directions in English by following oral directions and locating compass directions on a map of Indochina.

Steps:

1. Ask the students to stand up and face certain directions. Where does the sun rise? (Students face east.) Where does the sun set? (Students face west.) The teacher may want to label the classroom walls (north, south, east, west.)

2. Continue asking students questions such as: Where is the hospital? Where is the post office? Where is the staff house? Students face the correct direction and say the direction out loud.

3. Have four students stand in the center of the class and join hands, arms outstretched, to form a "star." Their arms should be reaching towards the southeast, southwest, northeast, and northwest. Ask the other students to go to various places around the room. Ask students: How many people are in the northeast? How many people are there in the southeast?, etc.

4. Place a map of Indochina on the board. Ask one student to point to Vietnam, Cambodia, Laos, east and west. What country is on Vietnam's northern border? What country is on Laos's western border?

5. Ask different students to locate their home towns on the map and tell the direction they would travel to each other's home towns.

Activity Four: **Drawing a Classroom Map** Levels: A, B, C

Objective: Students can demonstrate an understanding of what a map is and how to read one by drawing a simple map of the classroom.

Steps:

1. Place the blackboard in front of the north wall of the classroom and have all students face north. Tell the students to pretend that the classroom is without a roof and they are looking down. What can you see?

   — Can you see anything written on the board?
   — Can you see the windows?
   — Can you see the tables and benches?

2. Explain that reading a map is like you are looking down (TOP VIEW OR BIRD'S EYE VIEW) on the area. Ask each student to draw a map of the classroom using a TOP VIEW. Circulate around the room to assist those students having difficulty.

3. After the students have drawn their maps, pick out a few examples of good maps. Hold them up for other students to look at or place them on the floor for a TOP VIEW. What makes them good? Probably it is because they are drawn to scale.

Activity Five: **Map of Camp** **Levels:** **All**

Objective: **Students can locate specific places and routes from one place to another on a simple map by pointing these out on a map of the camp.**

Steps:

1. Put the map of camp on the board. Have the students examine the map and identify compass directions. Ask students to point to the classroom on the map and locate their barracks. Ask some students to show the route from their barracks to the classroom using a pointer.

2. Point out how the legend or key on a map can help you find the location of a particular place.

3. Divide the students into two groups, Team A and Team B. Each team sends a representative up to the map, with back turned to the poster. Name a place on the map and both students turn around and try to locate it. The first person to point to the correct place scores a point for his or her team.

Activity Six: **City Map 1** **Levels: D, E**

Objective: Students can demonstrate understanding of a city map by locating specific addresses and following oral directions on a city map.

Steps:

1. Show a map of the United States. Ask the students what it is. What states will they be resettling in? What states are they familiar with? Have a few students locate several states and cities within these states (e.g., Houston, Texas; San Francisco, California).

2. Explain to the students that since most of them will be going to live in cities, not in small towns or rural areas, it will be helpful for them to become familiar with some features of a city map. For example, locate the state of Oregon. Then have one student locate the city of Portland.

3. Put the map of Portland on the board. Explain the features of a city map (see Background Information). Then, orient the students to the map of Portland.

   — What divides the city into east and west? (Willamette River)
   — What divides the city into north and south? (Burnside St.)
   — Locate different sections of the city (NE, SW . . .) and place small directional cards in each section.
   — Which direction does 2nd Ave. run?
   — Which direction does Washington St. run?
   — Locate block numbers. Explain that block numbers usually get larger as they move away from the directional divider.

4. Give a specific address and have one student point to the location on the map. Repeat until students are familiar with map.

5. Divide the students into two teams. Have a representative from each team come up to the map. Name a specific address and both students try to locate it. The first person to point to the correct location scores a point for his or her team.

6. Divide students into three teams. Show a card with a specific address on it. Have one student from Team A come up to the map and locate the address. Then the teacher gives oral directions (turn left, go two blocks, etc.). When the teacher stops the directions, the student must have followed correctly and be able to name his or her new location. If the student is correct, the team scores a point. Help from teammates is encouraged!

Activity Seven: Map Abbreviations Levels: D, E

Objective: Students can identify abbreviations on maps by recognizing abbreviations on flashcards.

Steps:

1. Show flashcards with abbreviations printed on them. Students give full word meanings for each abbreviation.

— road = Rd.
— street = St.
— lane = Ln.
— drive = Dr.
— highway = Hwy.
— boulevard = Blvd.

Activity Eight: City Map II Levels: D, E

Objective: Students can demonstrate understanding of a city map by locating specific places on a city map (e.g., Singapore).

Steps:

1. Distribute maps of Singapore to small group. Point out that the pink area is the Central Business District. Ask the students to find the area. (L 11). What do they see there? (Finger Pier — the place they'll arrive in Singapore).

2. Refer students to street directory. The names of the streets are in alphabetical order. Ask the students to locate Scotts Road (I 4), and Maxwell Road (K 10). Then write four or five streets on the board. Have a contest to see which group locates all of the streets first.

3. Have the groups solve the following problems:

   a. You are at River Valley Road and Hill Street. You want to go to Bras Basah Road and Hill Street. How will you go?

   b. You are at the post office at Somerset Road and Killiney Road. You need to go shopping at the corner of Tanglin Road and Orchard Road. How will you get there by foot? What roads will you take?

4. Refer students to map index / *Places of Interest*. Have the students solve this problem:

   a. You are at Newton Circus eating lunch. You decide to spend a relaxing afternoon at the Botanical Garden. What roads will you take and in which direction?

5. For fun, you may want to show the students where Hawkins Road Refugee Camp is on the island map.

Activity Nine: **State Map** **Levels:** C, D, E

Objective: Students can demonstrate how to locate cities and compute distances on a state map. (Attachment)

Steps:

1. Divide the students into four or five groups (depending on the number of maps available). Give each group a map. Ask the group to locate the cities and compute distances.
2. This activity can be presented as a contest. Distribute a handout or write each location on the board. The first group to find the correct location or distance scores a point.

Activity Ten: U.S. Road Map **Levels:** C, D, E

Objective: Students can demonstrate ability to use a U.S. road map by locating cities and following highways from one city to another.

Steps:

1. Divide the students into groups of three. Distribute one U.S. road map to each group. Explain the major kind of symbols on the road map.
2. Ask the students to locate the city in which they'll be resettling or would like to go. Each group follows the highways and directions on paper.
3. Each group reports to the class while the rest of the students follow on their maps.
4. As a follow-up, the teacher may want to add additional information about the different regions of the U.S.A. (Use cards with information about individual states.)

V. MINIMAL ESL:

north
south
east
west
turn right
turn left
go straight
block
city
state

For high levels:

road
street
avenue
lane
highway
drive
boulevard

VI. ADDITIONAL RESOURCES:

— Fodor's 1982 Guide to the USA

— An Outline of American Geography, International Communication Agency, U.S. Department of State, Washington, D.C.

ATTACHMENT

FINDING CITIES ON STATE MAPS

I. Map of California:

A. Find the locations of these cities or towns:

1. Sacramento
2. Eureka
3. San Luis Obispo
4. Oroville
5. Valencia
6. San Jose
7. Madera
8. Chico

B. What direction do you take from:

1. Santa Rosa to Eureka
2. Sacramento to Stockton
3. Los Banos to San Fernando

C. How far is it from:

1. Redding to San Fernando
2. Stockton to Merced
3. Santa Ana to Escondido

II. Map of Oregon:

A. Find the locations of these cities or towns:

1. Salem
2. Bend
3. Tillamook
4. Baker
5. Oakridge
6. Roseburg
7. Astoria
8. Gold Beach

B. What direction do you take from:

1. Portland to Eugene
2. Newport to Corvallis
3. Klamath Falls to Reseburg

C. How far is it from:

1. Coquille to Winston
2. Portland to Albany
3. Pendleton to The Dalles

III. Map of Michigan:

A. Find the locations of these cities or towns:

1. Ann Arbor
2. Akron
3. Ferndale
4. Brooklyn
5. Greenville
6. Hastings
7. Deckerville
8. Bancroft

B. What direction do you take from:

1. Cadillac to Saginaw
2. Hastings to Portland
3. Gaylord to Alpena

C. How far is it from:

1. Remus to Marion
2. Port Austin to Romeo
3. Cadillac to Manistee

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: COMMUNICATION
CONTENT STANDARD: 16
SUBMITTED BY: Jacques Morand
SITE: Bataan

MAP READING

Levels: C, D, E

I. **OBJECTIVES:** Students understand *why* reading a map can be of personal interest and of importance.
Students practice the concept of independence and "self help."

II. **MATERIALS:** 4 maps (city maps)
Other maps
Situation cards (one for each group) (Attached) containing:

- Story and address of a friend or relative.
- One point of interest or community service, building/location.

III. **ACTIVITY:**

1. Briefly describe the basic idea of a map to the students.
2. Divide the class into groups (6-8 people each).
3. Give one situation card and one map to each group such as:
    - John Brown
    - Abraham Lincoln High School

   Let them "swim for a while."
   Wait for any questions coming *from* them.
4. With the help of the AT, show them the first step in finding a place by using the map index.

   Let them find the street and "place of interest."
   Show them how to localize the general area or block in which the place is located.
5. Ask one person from each group to present the identified places to the class.
   Ask him/her how the group found the places.
6. Re-explain indexing system.
   Show the students "distance" between two places and other information given on a map.

   Tell them how to get a map.
7. Encourage the students to practice.

Note: Method can be used with transit system maps in *Transportation*, floor plans of buildings such as stores in *Consumerism*, hospitals in *Health* and other topic areas.

ATTACHMENT

SAMPLE SITUATION CARD

Group ________

1. **John Brown**

   You met him in the public library and he wants to show you a very good book which could become the book of your life.

   3375 Dodge Street Omaha
   tel.: 341 5678

2. **Abraham Lincoln High School**

IV. HOUSING

17. Students understand the following factors in seeking a place to live:
    - availability of low-cost housing
    - number of people allowed per dwelling
    - difference between furnished and unfurnished dwelling
    - accessibility to services
    - assessing costs related to dwelling
18. Students can describe similarities and differences between former housing and typical American housing.
19. Students can describe common household appliances and furnishings found in America.
20. Students can describe common household hazards and security problems.
21. Students understand the economical use of energy (electricity, gas, water) in the home.
22. Students understand the following factors in food storage:
    - where to store food
    - how to prepare food for storage
    - spoilage and expiration dates
23. Students understand how to store cleaning products and medicines safely.
24. Students can describe appropriate methods of waste disposal both in and out of the home.
25. Students can describe common reponsibilities of a tenant:
    - pay rent on time
    - keep the housing clean, inside and out
    - report any damage of housing to landlord
    - observe rules governing number of occupants allowed in housing
    - give notice before moving
    - ask permission before making alterations or repairs
    - respect the rights of neighbors
    - abide by the terms of a lease
26. Students understand common responsibilities of a landlord:
    - provide for general maintenance
    - enforce terms of the lease

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: HOUSING
CONTENT STANDARD: 18
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

VILLAGE HOUSING

Levels: A, B

I. **OBJECTIVE:** Students can describe in detail their house in the village by means of drawing, using rods and blocks, and discussion.

II. **BACKGROUND INFORMATION:** The mountains and forests of China, Laos, Thailand, and Vietnam are a common environment for the Highlanders. They have to adapt their lifestyle to their circumstances. The way they are able to make full use of natural surroundings reflects their unique cultures. Selecting appropriate sites for their villages is one of the many tasks they must do to survive. This is a complicated and difficult endeavor because they have to find enough fertile land with plentiful clear water nearby. Let us investigate the settlement patterns of the Mien. We should bear in mind that they are quite different from other groups. Mien villages are usually situated at an elevation of approximately 900 to 1000 meters (3,000 — 3,300 feet) above sea level. The "slash and burn" method of agriculture is a fixed condition of their settlement and migration. Once the Mien find an appropriate site for their village, they will cut down the trees, leave them to wither during the dry season and then burn them to ashes and leave the ashes for fertilizer. After the first harvest, fertilizer comes only from the burning of weeds and straw. During the rainy season, the surface of the soil washes away making the land less fertile. After many harvests the land becomes less and less fertile and finally it becomes too sterile to produce anything. The user of sterile land has to look further for more fertile land, and the territory given to farmland keeps expanding. Once the field is too far from the original house, the head of the family might consider moving to live closer to the new farm. In this way, sometimes a whole village suddenly disappears and a new village comes to life. Sometimes the people just move to join other Mien in other villages, to work for them, or to buy their own land if they have enough money. The causes of migration of the Mien may of course derive from other factors as well, but the fall and rise of a Mien village reflects this cyclical pattern of their culture: the cycle of birth-decay-death continually repeated.

The Mien build their houses directly on the ground. The walls are usually made of split bamboo while the roof is thatched with cogon grass. The front door, which is only used on ritual occasions (such as marriage, death), faces downhill. The main entrance to a house is usually through doors at the end of the building which lead to men's and women's quarters.

III. **MATERIALS:** Rods, newsprints, colored pencils, crayons, magic markers, tape recorder.

IV. **ACTIVITIES:** Teachers choose one or two of the following suggested activities:

1. **Drawing:**

Divide the students into two or three groups. Each group should consist of not more than 3 people. Give each group a piece of drawing paper, crayon, colored pencil, or magic markers.

Assign each group to draw a picture of their native house from their memory. The picture should show:

- House and its location
- Surroundings, farmland, and livestock
- Interior plan of the house
- Furniture, cooking utensils, and tools, used by both men and women.

The picture can show only one of the above items or all of them.

Have a representative of each group explain their picture in detail. Other students should ask questions concerning the picture.

2. Discussion:

Divide students into groups; each group should consist of not more than 3 people. Give each group 3 or 4 of the following questions; after discussion report to the class.

- How do you find a suitable place to live?
- What criteria do you use to select a site for your house?
- Do you build your own house? How?
- What does your house look like?
- Can you draw a plan of your house?
- Can you remember what the interior of your house looks like?
- Do you have rooms in your house? How many?
- Do you have a bathroom? If not, what do you do?
- How do you store things and livestock if you have any?
- How many people live in your house?
- When a son or a daughter is married, does he or she have to move out and build another house? Why?
- Do you ever have to move? Why? When?
- When does a whole village move? Why?

The last two questions are directed at students who migrate due to the "slash and burn" tradition.

3. Rods and blocks:

Divide the students into groups and have them use blocks and rods to build houses, etc. Have each group explain their construction.

V. RESOURCES: Farmers in the Hills: Upland People of North Thailand, A. R. Walker.

TOPIC AREA: HOUSING
CONTENT STANDARD: 18
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

VILLAGE AND CAMP HOUSING

Levels: A, B

I. **OBJECTIVE:** Students can explain the function of rooms and storage space in traditional dwellings. They can also describe the adjustments necessary for living in camp.

II. **MATERIALS:** Video Tape, "Houses in the Mountains"
Slides, "Housing in Phanat Nikhom"
Should these be unavailable, teacher can substitute pictures or students' own drawings.

III. **BACKGROUND INFORMATION:** In this lesson the students will have a chance to view 3 different kinds of housing in village and in camp. There is a video tape of houses in the mountains, slides of Phanat Nikhom camp, and pictures of various other camps. The house in the village will reflect their previous experience in their homeland and lead them to better understand the function and characteristics of their dwellings which they perhaps never analyzed before. For these Highlanders building a house is a tradition which has been practiced for centuries without much change. Viewing their own houses in great detail on the video tape can give them a clearer idea of how tradition is so significant in the way they live. They can understand better why a certain room has to be at a certain place and why there are so many taboos concerning the site chosen and the building of the house.

The slide show and the pictures of the various camps will enable them to visualize the necessary changes that have occurred. These changes are the result of the limitation of space in refugee camps and the lack of a natural environment (except in a very few cases). The refugees are allotted a small space in which many activities must take place. The change in the characteristics of the dwelling and its functions has greatly affected the lifestyle and adjustment of most of the refugees. Being aware of these changes might help the students to be better prepared for more changes that will certainly take place once they resettle in the U.S.A.

IV. **ACTIVITIES:**

1. Show the video tape of houses in the mountains. Do not explain anything; students should view it quietly so that they can reflect on their past experiences at this moment. Let them return to the past; let them feel it and realize that things have changed. Life will never be the same as in the village. The video tape should take about 20 minutes.

   Show the slides of Phanat Nikhom camp. This time make it very casual by asking some questions concerning what they are watching.

Show pictures of various refugee camps in Thailand and in other countries. Let students discuss what they have seen personally; do not ask any questions; just let them enjoy the pictures. If the students ask what camp they are looking at, tell them, but it is not necessary. The important thing is that they see differences between houses in the village and in the camp.

2. Lead a discussion using the following questions:

   - What did you think about the video tape?
   - Are those houses similar to your houses in the village?
   - What did you think about the slide show?
   - What did you think about the pictures?
   - What do you think is the most important difference between the houses in the village and the houses in the camp?
   - Do you think there will be a lot of differences between houses in the village and houses in the U.S.? If so, why?

   Teachers should emphasize in the discussion the problem of space, the loss of privacy, the change of lifestyle, and the effects of all these changes.

3. Have students divide into groups to discuss one of the following topics and present their conclusions to the class:

   What effect will the change have on:

   - village leaders
   - men
   - women
   - children
   - the elderly
   - the clan

4. Have students discuss the following:

   - How can they gain from the changes they are undergoing?

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: HOUSING
CONTENT STANDARD: 18, 19
SUBMITTED BY: CO Staff
SITE: Galang

COMPARING HOUSING

I. OBJECTIVES:

- Students can describe similarities and differences between former housing and typical American housing.
- Students can describe common household appliances and furnishings found in America.

II. BACKGROUND INFORMATION:

A. There are three basic types of housing in the U.S.: rooms, apartments, and houses. See pages 1 and 2 in the CAL Monograph, Housing (revised version) for descriptions of each type of housing. Mobile homes are sometimes used, but usually only in small towns and rural areas. They are seldom used in large cities.

B. Inside the home. Different homes in America have different arrangements of rooms and furnishings inside. But most homes have certain types of rooms such as the following:

- a kitchen having a stove, an oven, a refrigerator, a sink, and storage areas.
- a bathroom having a toilet, a sink, a bathtub or a shower.
- bedrooms having beds, closets, and cabinets.
- a dining room having a table and chairs.

Be sure to consult the CAL Monograph, pages 2 through 8. The monograph explains details about the oven and stove, the refrigerator, the freezer, the sink, garbage disposal, hot water heater, bathtub and shower, the American toilet, heating and air-conditioning, lighting, laundry, gardening, keeping snow off the sidewalks, and other information. There are also hints on how to save money on heating bills and how to buy household items at reasonable prices.

III. MATERIALS:

- Oxford Picture Dictionary.
- Poster: American house.
- CAL IESL/CO Program Teaching Visuals (Housing).
- Sample Prices of House Furnishings (Attached)

IV. ACTIVITIES: Levels: All

Activity One: **Comparing Housing**

Objective: Students can compare typical former dwellings with typical dwellings in the U.S. by drawing pictures of their homes in Indochina, and then comparing the purposes of various parts of the dwelling to the purposes of the various rooms in an American dwelling.

Steps:

1. For D level and above, ask each student to draw a picture or diagram of his/her home in Vietnam. For A, B, and C level students, divide the class into groups of 4 to draw one of their homes.

2. Ask each group or selected students to describe their drawings to the class. Ask questions like these:

   a. How many people live there?
   b. Where in the kitchen is the food prepared (sitting on the floor, on the table, or where)? How is food prepared?
   c. Where is the food eaten?
   d. Where is the bathroom? Are bathing area and toilet located in the same room? in the house? How many bathrooms in one house?
   e. Where do you wash and dry clothes?
   f. Is there a yard or garden? In the back or front of the house?
   g. Where do family members sleep? Can they sleep in the living room? How many family members sleep in one room? How many family members sleep in one bed?
   h. Is there a refrigerator? Is there any heating or air-conditioning?
   i. What is the source of energy in the house? Electricity, gas, oil?
   j. Where does the family spend most of its time in the house?

3. After the groups or individuals have reported on their drawings and answered the teacher's questions, ask students to list the types of rooms and the purposes of the rooms found in the Vietnamese home.

4. Present a poster of an American house or distribute copies of the Oxford Dictionary. Ask each student what each room is used for and what it is called (see Minimal ESL). As students identify the rooms and their uses, make a list on the blackboard or on brown paper. Put this next to the list of rooms in a Vietnamese house. Ask questions a. through j. from step number 2 above about the American home.

5. Ask the students to list the similarities and differences between Vietnamese homes and American homes. You can ask the class to make one list together or you can divide the class into groups to accomplish this task.

Activity Two: Types of Housing Levels: All

Objective: Students can compare the basic types of Vietnamese housing with the basic types of American housing by making a survey of the types of housing the students lived in in Vietnam, and identifying the three most common types of housing in the U.S.

Steps:

1. Take a survey of the different types of dwellings used by the students in Vietnam. How many lived in apartments? How many lived in family homes in the city? Who lived in rural homes?

2. Select a member of each category: one who lived in an apartment, one who lived in a city home, one who lived in a rural home, plus any other categories. Ask each person to describe his or her home. Ask each person why he or she lived in this type of housing. What were the advantages and disadvantages of each type of housing?

3. Ask the students what type of housing they expect to find in the U.S. Especially, ask them what type of housing they themselves expect to live in. If they have friends already in the U.S., ask students what type of housing they have.

4. Present the poster of an American house. Ask the students the differences between this house and other types of American housing. Emphasize that not all American homes look the same.

5. With students, make up a list of the advantages and disadvantages of each of the following types of housing in the U.S.: rooms, apartments, houses.

6. Finally, ask students what type of housing they would prefer. What type of housing does each student realistically expect?

Activity Three: Household Budgeting Levels: All

Objective: Students can differentiate between necessities and luxuries, essential and non-essential household items, by making appropriate use of a simulated budget.

Steps:

1. Divide students into four groups. Give each group $700 and tell them to go shopping. Either give them a handout of items for sale, or write the items and prices on cards and place them around the room (Attachment).

2. Ask each group to report what it plans to buy for $700. Ask why the group made its choices. Why did the group choose to buy one item before another item? Why did the group not buy certain items? Is it better to buy some items new rather than used? Why? Which items are essential? Which items can be considered luxuries that do not need to be purchased soon after arrival?

3. After each group has reported, compare the four lists. If various groups have made different choices, ask the groups to discuss or debate which list is a better use of money, and why?

V. MINIMAL ESL:

What kind of housing do you need?
I need an apartment, room, house.
How many people are in your family?
Where is the living room, kitchen, dining room, bedroom, bathroom?
Is there a stove, refrigerator?
I need a sofa, table, chair, bed, T.V., telephone.

VI. ADDITIONAL RESOURCES:

CAL Monograph, Housing (Revised Edition)
CAL Monograph, Consumerism and Finance (Revised Edition)
Oxford English Dictionary, E.C. Parnwell, Oxford Univ., 1978.

ATTACHMENT

SAMPLE PRICES OF HOUSING ARTICLES

Department Store (all brand new items)

RCA Color Television	$350
Silverware set	$100
Bed	$250
Sofa	$300
Table and chairs	$210
Electric mixer	$ 45
Toaster	$ 22
Rice cooker	$ 40
Electric dishwasher	$350
Washing machine	$320
Clothes dryer	$270
Stereo	$290
Plates and cups	$ 95
Power lawn mower	$290
Electric can opener	$ 19
Electric hair dryer	$ 18
Push button telephone	$ 34
Water bed	$150
Lamp	$ 18

Secondhand Store (used items)

Black and White Television	$ 70
Silverware set	$ 40
Bed	$ 50
Sofa	$ 90
Tables and chairs	$ 80
Cups and plates	$ 35
Washing machine	$110
Lamp	$ 8
Toaster	$ 7

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: HOUSING
CONTENT STANDARD: 18, 19
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

HOUSING IN THE U.S.

Levels: A, B

I. OBJECTIVE: The student can describe the various types of dwellings in the U.S.

II. BACKGROUND INFORMATION: The American family is usually smaller than the Highlander family. It is customary in the U.S. for one family to live in one apartment, whereas the Highlanders usually include many people of the same clan in their household. Housing in the U.S. differs greatly from that of the Highlanders partly because of a different way of life. The "slash and burn" method of agriculture requires a partially nomadic kind of existence. In the U.S. people rarely build their houses themselves. They usually live in a big city in which space is limited. The housing one chooses is usually based on economic status. People of more modest means live in a small apartment of 1 or 2 bedrooms while wealthier people could live in a large house. Others may choose to live in a mobile home which requires little care and can be moved from one place to another.

III. MATERIALS: Newsprint, felt pens
Slide Show: Housing in the U.S. (Pictures could be substituted)

IV. DESCRIPTION OF SLIDE SHOW: This slide show looks at typical American housing, from a home in the country to an apartment in the big city. It illustrates a living room, bedroom, bathroom and kitchen. During the slide presentations, the students are encouraged to think of the adjustments they may need to make to live in an American home and what kinds of furnishings are most important.

The script accompanying the slides points out the critical elements of each slide, such as that Americans live in rural areas, in small towns, large cities or the suburbs of large cities. Some may live in houses, apartment buildings, or duplex houses. The costs of housing vary according to location, age of the building, and available facilities such as elevators. The slides illustrate basic inside facilities and furniture such as bedrooms and beds; bathrooms with toilets, tubs, and showers with shower curtains; kitchens with stoves and refrigerators. Methods to use in cleaning the house and disposing of garbage are also illustrated.

V. ACTIVITIES:

1. Have students draw their idea of different types of housing. Have several students describe their drawings to the class.
2. Show slides: "Housing in the U.S." or use pictures.
3. Follow up: Have students repeat Activity 1.
4. Have students compare native and U.S. housing. Have them suggest what will be easy to adjust to and what may be difficult to adjust to.

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: HOUSING
CONTENT STANDARD: 17
SUBMITTED BY: CO Staff
SITE: Galang

FINDING A PLACE TO LIVE

I. OBJECTIVES:

Students understand the following factors in seeking a place to live:

- availability of low-cost housing
- number of people allowed per dwelling
- difference between furnished and unfurnished dwelling
- accessibility to services
- assessing costs related to dwelling

II. BACKGROUND INFORMATION:

A. Normally sponsors help refugees find their place to live in America. But the refugee might want to move to another home at a later time. For this reason students should understand how to find a place to live in the U.S.

B. A person's home is one of the most important and influential parts of his life. Many factors should be considered in choosing a place to live:

1. Do you need a house, apartment, or a room?
2. How much can you afford to pay?
3. What is the cost of the housing?
4. Is the housing furnished or unfurnished?
5. Are utilities included or are they an extra cost?
6. Are there any deposits?
7. What major appliances (stove, refrigerator) come with the rental?
8. Is the rental in good condition? Do appliances and utilities work well? Do windows and doors open, close and lock properly?
9. Is there public transportation nearby?
10. Are there stores, schools, churches nearby?
11. How far is home from work?

C. Housing is expensive in America. The learners' ideas of the "ideal American home" might be too expensive for their budgets. Although it is not too difficult to find housing in America, it *is* difficult to find moderately priced housing. There are several ways to look for moderately priced housing:

1. Ask friends and sponsor.
2. Read the newspaper ads.
3. Look for "FOR RENT" signs in a neighborhood where you would like to live.
4. Go to the apartment manager to ask if there are any vacancies.
5. Go to a real estate or housing agent, and pay a fee.

D. By reading the CAL Monograph, Housing (revised) you will learn important facts a refugee needs to know such as the following:

- how to pay for utilities like water, gas, and electricity.
- how to pay for telephone calls.
- what a lease is; advantages and disadvantages.
- what deposits must be paid when you rent a home; first and last months' rent, security deposit, cleaning deposit.

III. MATERIALS:

- Salisbury Heights Flashcards
- Handouts (see Attachments)
- Reading Want Ads/situational cards

IV. ACTIVITIES:

Activity One: Describing an Ideal Home. Levels: All

Objective: Students can describe what they consider to be the most important factors in choosing a place to live.

Steps:

1. Divide learners into groups, according to categories of single men, single women, married people, married with children. Ask each group to make a list of the desirable aspects of a home. For example, students might include a clean environment, near a school, near a park, a safe neighborhood, near entertainment, and any number of factors.
2. After the lists are made, ask the learners to number each item according to priority.
3. Ask a spokesperson from each group to present that group's list. Ask the students why they set the priorities they did. Are the various groups' lists different? Ask the students why?

Activity Two: Salisbury Heights Levels: All

Objective: Given specific locations of housing, students can list advantages and disadvantages of each site, and can choose the site they consider to be the most desirable. In this activity a map showing characteristics of different neighborhoods of a city is used. Cards describing specific rentals in the neighborhoods give students details for making a decision on appropriate housing.

Steps:

1. Place "Salisbury Heights" cards or maps on the wall or board where all students can see them.
2. Ask different students to come up to explain what they see on each card. Each student, using handout (Attachment 1), should also tell what the rent for each home is, as well as other specifications noted on the handout.
3. Divide the class into groups. Ask each group to make a list of the advantages and disadvantages of each home. Then each group should choose one place to rent and the spokesperson should write down their reasons for choosing that place. Use groupings as described in Activity One.

4. Each spokesperson should report the group's selection to the whole class. The class can discuss each selection to determine whether or not it is the best home for that group.

5. The teacher and translator can use the following list of advantages and disadvantages to check to see whether the students have listed the major units. This list is only applicable if the teacher uses the Salisbury Heights cards in the following configuration.

2	city park	3
7	4	—
6	1	5

Home Number	*Advantages*	*Disadvantages*
1	Cheap rent, utilities incl. Near the sponsor. Near police & bus stop.	Far from school & hospital. 1-year lease is long. Unfurnished means spending money on furnishings, only 1 BR, inner city crime, congestion.
2	Near hospital, grovery. Furnished, utilities inc. 3 BR, close to spacious, safe neighborhood.	Expensive. Far from school. Far from sponsor, work.
3	Near school, work, park. No lease. Moderately priced.	Polluted area, far from sponsor, hospital. Not furnished, no lease, only 2 BR.
4	Furnished, inexpensive. 6-mo. lease, centrally located, near movies, park.	No utilities. Inner city congestion, crime, noise.
5	Furnished, no pollution. Near laundromat, pharmacy, police, sponsor.	Rather expensive. No utilities. Only 2 BR, far from school, park, hospital, no bus stop.
6	Near bus stop, factory. Furnished, 3 BR. Near supermarket.	Polluted area, expensive. No utilities, 1-yr. lease, some ethnic problems in neighborhood.
7	Cheap rent, furnished, utilities incl. Short 3-mo. lease, near market, hosp., fire dept.	Only 1 BR, noisy neighborhood, high crime, dirty building, short lease.

Activity Three: **How To Find Housing.** Levels: All

Objective: Students can list and/or role play five ways of finding housing in America.

Steps:

1. Ask students how they can find a home in America. They should include:
    1. Asking friends and sponsor.
    2. Reading ads in the newspaper.
    3. Looking for signs in the neighborhood.
    4. Asking the apartment manager.
    5. Going to an agent.
2. If time permits, have students role play these different ways, and encourage them to use the minimal ESL listed.

Activity Four: **Reading Want Ads** Levels: All

Objective: Students can demonstrate their ability to understand and compare simple want ads for housing by responding to a set of questions.

Steps:

1. Devise handout of classified ads. Ask the students to study the handout. They can ask the teacher or other students about any ads they do not understand.

2. Ask questions. To make the process more interesting, you might divide the class into groups and make the game competitive. Do not, however, be satisifed with just the answer. Ask why and ask how the students found the answer, so that the whole class can follow. Typical questions might be:

    a. What types of housing are advertised?
    b. How many rooms are advertised? How many apartments? Houses?
    c. What is the price range of rooms? Apartments? Houses?
    d. Why do some ads have two telephone numbers?
    e. Why is a furnished apartment more expensive than an unfurnished apartment? How much is this furnished apt. per month? How much is this unfurnished apt. per month?
    f. What are kitchen privileges?
    g. How much would a student have to pay for a place to live each month if he took this apt.?
    h. What do references and security mean?
    i. Which apt. will cost more, month by month?
    j. Pick the best 3 places for a single Vietnamese male to phone. Pick the best 3 places for a married couple to phone. Pick the best 3 places for a married couple with 3 children to call.

Activity Five: **Reading Abbreviated Want Ads.** Levels: D, E.

Objective: Students can demonstrate their ability to understand and compare abbreviated housing want ads by decoding them and answering questions about them.

Steps:

1. Distribute handouts (Attachments 2, 3); decode the ads, using the key. Check their answers to be sure they understand the ads.

2. Divide the class into groups. Ask them to find the answers to questions 1 through 10, and then report to the class.

Activity Six: **Assessing Housing Costs I.** Levels: All.

Objective: Students can demonstrate their ability to assess housing-related costs by discussing and filling in worksheet.

Steps:

1. Distribute worksheet (Attachment 4) and have the students, either individually or in small groups, find the answers.
2. Students report results, and teacher checks for accuracy.

Activity Seven: **Assessing Housing Costs II.** Levels: C, D, E

Objective: Students can demonstrate their ability to assess housing-related costs by discussing and filling in worksheet (Attachment 5).

Steps:

1. Distribute worksheet either individually or in small groups, find the answers.
2. Students report results, and teacher checks for accuracy.

Activity Eight: **Want Ads/Situational Problem-Solving** Levels: C, D, E

Objective: Students can demonstrate their ability to understand and compare want ads by selecting appropriate housing according to a specific situation.

Steps:

1. Place want ads cards and "inquire within" signs on the board or wall. Cards state details of different rentals.
2. Divide the students into pairs and give each pair one situation card stating family size and make-up. Ask each pair to find one, two, three ads for housing appropriate to their situation.
3. Ask each group why they chose the ads they did.

V. MINIMAL ESL

What kind of housing do you need?
I need a house.
I need an apartment.
I need a room.
Do you have any children?
Do you have any pets?
How many people in your family?
Furnished/Unfurnished?
How much is the rent per month?
Are utilities included?
You pay gas and electricity.
Utilities = gas, electricity, water, heat.

VI. ADDITIONAL RESOURCES:

CAL Monograph, Housing (revised version)

ATTACHMENT 1

LIST OF RENT PRICES AND OTHER SPECIFICATIONS OF SEVEN PLACES TO RENT IN SALISBURY HEIGHTS

HOUSE NUMBER	RENT PER MONTH	FURNISHED?	UTILITIES INCLUDED?	TIME OF LEASE	NUMBER OF BEDROOMS	NEIGHBORHOOD
1	$175	NO	YES	1 YEAR	1	INNER CITY, CROWDED, CRIME.
2	$375	YES	YES	1 YEAR	3	SAFE, SPACIOUS
3	$225	NO	YES	MONTH TO MONTH	2	POLLUTED
4	$200	YES	NO	6 MONTHS	2	INNER CITY, CROWDED, SOME CRIME.
5	$275	YES	NO	1 YEAR	2	SAFE
6	$325	YES	NO	1 YEAR	3	POLLUTION, ETHNIC CONFLICT
7	$175	YES	YES	3 MONTHS	1	NOISY, HIGH CRIME.

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ATTACHMENT 2

HOUSING ADS

FOR RENT

A	$400 – 2BR, util. inc. fee $40, Tel. 661-7505 home/vw Lease option	E	$350 lg 1 BR apt. w/w cpt dr. lr. gar. Nr. sch. shops No lease. Call 233-2651	I	$250 Marina remod. 2rm. apt. + util. Realtor $30 fee. no chil/pets. 722-2137
B	$185 – eff. apt. + util. near bus. w/w cpt. Tel. 739-0061	F	We specialize in short term apts. in best areas of SF. Call 421-0961 EXECUTIVE LOCATIONS	J	$300 Studio apt. Downtown area, gd. bus serv. elev. furn. h/hw inc. Call 662-9881
C	$250 inc. util. 4 mo. sub lease, furn. ref. req. call 334-0719	G	Neat sgl. f. will share apt. with same. $100 + util. Call 777-7608	K	$225 2BR. apt + util. gar. nr. par. trans. hosp. Call 974-3370
D	Unfurn. 1 rm. apt. nr. bus no pets, share bath $150 inc. util. Call 334-2578	H	Duplex 3 BR. 1 bath. gar. spac pt. furn. fp. w/w cpt vw avail. imm. 1 yr. lease Call 776-2577	L	LOOKING FOR A/ FINDING A PLACE TO LIVE Houses/Condos. Apts. Call or drop in EX Real Estate 889-9624

1. Which ad would interest you if you were a single woman with no husband or children?
2. Lam and Kaing have three children. Nam and Eng have two children. They lived together in Galang and are very close friends. They are thinking about renting a large enough house or apartment, so they can continue to live together and save money. Which ad. might interest them? What will they have to do to be sure that their plan is possible?
3. You're looking for an apartment and want to see many apartments before you choose? Where will you go?
4. Yim Ta is looking for a small apartment for himself and his wife until his friend joins them. At that time they will find a bigger apartment, buy furniture together and save money by living together and sharing expenses. Which of these ads would Yim Ta be interested in?
5. Privacy is very important to Long and Ngan. They have two jobs each and are interested in living together. Which of the ads will they call about?
6. Which of these ads do not give enough information? How could you get more information?
7. Which ad is definitely for a person with a lot of money?
8. Which ads are not for people with children?
9. Chuth Le and Sutiwan want to buy a small, inexpensive house. They don't have enough money to buy the house now. Which ad interests them the most?
10. Which apartment is cheaper, C or G?

ATTACHMENT 3

appl. — appliance
apt. — apartment
apts. — apartments
avail. — available
bath. — bathroom
br. — bedroom
chil. — children
cpt. — carpet
dr. — dining room
dup. — duplex
eff. apt. — efficiency apartment
fee — money to be paid
fp. — fireplace
gar. — garage
h. — heat
hosp. — hospital
hw. — hot water
imm. — immediately
kit. — kitchen
lg. — large
lr. — living room
+ util. — utilities not included
m/f — male or female
mo. — month
nr. — near
par. — park
pt. — partly
ref. req. — references required
remod. — remodelled
rm. — room
sch. — school
serv. — service
sgl. — single
spac. — spacious
trans. — transportation
unfurn. — unfurnished
util. inc. — utilities included
vw. — view
w/w cpt. — wall to wall carpet
yd. — yard
yr. — year

ATTACHMENT 4

Mr. and Mrs. Lee needed a one-bedroom apartment. They looked for one last week. They did not find one, but they did find a studio apartment. It has one large room with a kitchen/dining room area, a bathroom, and a couch that opens out to make a bed. The rent is $250 per month, including utilities. The landlord wants the Lees to pay the first and last months' rent before they move in. He also wants them to pay a $100 cleaning deposit. The Lees will get the deposit back if the apartment is clean when they move out.

QUESTIONS:

1. What kind of an apartment did Mr. and Mrs. Lee need?
2. What did they find?
3. What is a studio apartment?
4. How much is the rent?
5. How much extra must they pay for utilities?
6. What does "first and last months' rent" mean?
7. How much is "first and last months'" rent?
8. What is a "cleaning deposit"? How much is it in this case?
9. Can the Lees get the cleaning deposit back? What must they do to get it back?
10. What is the total cost for Mr. and Mrs. Lee to move into the studio apartment?
11. How much of a refund will they receive when they move out of the apartment?

WRITE THE WORD

1. Mr. and Mrs. Lee needed a one-bedroom ________________ .
2. They rented a ____________ apartment.
3. The rent is $250 a month including ________________ .
4. The landlord wanted ______________ and ________ ________ .
5. The landlord also wanted a $100 cleaning ________________ .

ATTACHMENT 5

I Assume for the following ads that utilities cost the following:

Electricity bill —	$45 per month
Gas bill —	$25 per month
Garbage pickup —	$ 7 per month

SAN FRANCISCO, CALIFORNIA

	Apartment to Share
A.	Sherman and Parkside apt., utilities paid, $250, Tel. 661-7505
B.	San Francisco State College area, employed person, $200 plus utilities 842-3359
C.	$225. Neat, professional woman over 35 will share Richmond apt. with same. Share utilities. 421-4346

1. Which of these apartments is less expensive to share? What is the cost per month?
2. Which apartment is the most expensive to share? What is the cost per month?
3. What are utilities?

ATTACHMENT 5 Cont.

II. Assume for the following ads that the utilities and heat cost the following:

Electricity bill	—	$ 45 per month
Gas bill	—	$ 25 per month
Heating bill (oil)	—	$110 per month

PROVIDENCE, RHODE ISLAND

	Unfurnished Apartments
A.	Broadway area. Newly remodelled, 4 rooms, $150 month. 421-9110
B.	Coventry: 5 rooms, carpeting, large yard, heat, utilities included. $320. After 5, 872-2724
C.	East side: Wayland Ave. living room, bedroom, kitchen, bathroom, $375, incl. heat, utilities.
D.	Broadway West: 1 bedroom, appliances, heat, parking, $250 plus utilities.

1. Which apartment is most expensive? What is the cost per month?
2. Which apartment is the least expensive? What is the cost per month?
3. In ad C, would this apartment be considered
   a. a one-bedroom apartment?
   b. a two-bedroom apartment?
   c. a four-bedroom apartment?
4. In ad D, what is meant by "appliances"?
5. If you moved into an apartment without appliances, about how much would you need to pay for appliances?

Refrigerator	—	new $350
		used $ 60
Stove	—	new $250
		used $ 50

6. What furniture would you need in an unfurnished apartment?
7. If an apartment is unfurnished, you would need to provide your own ________, which might include ________________, ________________, and ________________.
8. If an apartment has "appliances," you do not need to provide your own __________, and ______________.
9. If an ad reads "no utilities," it means you must pay for __________, ___________ and ______________. How often? ___________ per __________.

CULTURAL ORIENTATON CURRICULUM

Activities Guide

TOPIC AREA: HOUSING
CONTENT STANDARD: 25, 26
SUBMITTED BY: Daryl Daniels
SITE: Bataan

HOUSING INSPECTION AND THE LEASE

Levels: C, D, E

I. **OBJECTIVES:** Students can demonstrate understanding of what to look for during an inspection of an apartment.
Students can explain the different landlord and tenant responsibilities.

II. **MATERIALS:** Classroom is laid out as a simple apartment with signs tacked on the walls naming each room.
Sample Lease (attached)

III. **ACTIVITY:**

1. Teacher and AT role play a tenant and landlord -- AT as the tenant. Before beginning, teacher should explain the objectives, telling students to watch for important points and that they should pay particular attention to the responsibilites of each character. Note-taking should be encouraged. Explain that the tenant has made an appointment in advance.

   Landlord conducts a tour of the apartment. Tenant can inspect walls, floors, windows, stove, refrigerator, toilet and ensure water is available. Tenant can find water not available and landlord can shout to unseen manager to turn on the water. The concept of a half-bathroom (toilet and sink) can be added and explained. Two bedrooms are recommended, but this is at the teacher's discretion. This also depends on the size of the family.

   Tenant should find problems and ask about repairs. When the landlord states, "in a reasonable amount of time," tenant should get landlord to state in specific terms. Questions should be asked about rent, utilities, cleaning, painting, etc. Landlord can be either accommodating or unaccommodating, as the mood strikes.

   After completing the tour, the landlord and tenant should discuss the sample lease (see Attachment) covering each clause with questions and explanations. Again, the landlord can be accommodating (few rules, easy guidelines) or unaccommodating (many rules, inflexible). An unaccommodating landlord offers the advantage of realism and presents the idea that the tenant is not duty-bound to accept an apartment under unfavorable conditions, and that the tenant (i.e., student) is free to look elsewhere for an apartment. An obliging landlord, on the other hand, offers an easier role play and presents a less forbidding image.

   After the discussion of the lease, tenant can sign and set a date for needed repairs to be completed and a move-in date or decide to look further for an apartment. If the latter, the landlord can state, "it's a free country."

2. Check for understanding:

- Who were the characters? (Don't forget the manager!)
- During the inspection, what did the tenant look for room by room?
- What important questions did he ask the landlord?
- What other questions could he have asked?
- Was the landlord helpful? Why or why not?
- What sort of tenant is the landlord looking for?
- What could the tenant do to have a good relationship with the landlord?
- What were some of the important parts of the lease?
- What were the landlord's responsibilities?
- What were the tenant's responsibilities?
- How much was the rent?
- When is the rent due? Who collects the rent?
- What is the "late fee"?
- Which utilities does the tenant pay? the landlord?
- How much was the damage deposit?
- What is the purpose of the damage deposit?
- Is the damage deposit refundable? When? Why or why not?
- What is "normal wear and tear" and what is damage?
- Who makes the repairs? Which ones? When?
- What is a "reasonable amount of time"? Who decides this?
- What if you want to paint your apartment, can you? What must you do?
- Can you hang a picture with a nail? Why or why not?
- Can you add extra shelves? Why or why not?
- What can you flush down the toilet? Down the sink? Who is responsible for clogs in drains?
- What is the length of the lease?
- When can you end the lease early?
- What happens if you "break" the lease? (i.e., violate, move without giving notice)
- When can the landlord evict a tenant?
- What is meant by transfer?
- When can the landlord enter the apartment?
- How much is the pet deposit?
- Why is there a pet deposit? Is it refundable? When? Why or why not?
- Why is noise mentioned in the lease?
- What can you do if your parents or relatives want to move in with you?

Reinforce the idea that no contract should be signed until all parts are understood. Have students explain why.

3. Guided practice. If time allows, students can role play a move-in inspection, acting the roles as they deem proper. Students can be divided into groups to answer some of the questions above based on what occurs in the role play. Additional roleplay may not be necessary or important if students demonstrate adequate comprehension during the check for understanding.

ATTACHMENT

RENTAL LEASE

This is a lease agreement between:

Tenants:	Landlord:
1. ______________________________	Address: ______________________
2. ______________________________	Phone: ______________________

Property located at:

____

The tenant and the landlord agree to the following:

Rent per month $ ____________________	Due the fifth of each month
Security deposit $ ____________________	Date received ____________________
Contract period: From ____________________	To ____________________

Landlord Responsibilities:

MOVE-IN/MOVE-OUT — To inspect the property with the tenant when moving in and when moving out and to complete a check-in/check-out sheet, giving the tenant a copy.

REPAIRS — To make all necessary and legitimate repairs in a reasonable period of time.

EXTERMINATION — To spray for roaches, rats, and other vermin at least once every six months.

NOTICE TO ENTER — To give one day's notice to the tenant before entering the rental property for the purpose of making an inspection of repairs. In cases of emergency, no advance notice is necessary, but a note is to be left stating who entered, the time of entrance, and the reason for entering.

EVICTION — To give the tenant at least three days' written notice to move if the tenant is behind in his or her rent. If the tenant does not move, the landlord may begin court proceedings.

SECURITY DEPOSIT — To return the security deposit and a list of any charges to the tenant within 30 days from the day the tenant moves out (and leaves a new address).

PET DEPOSIT — To return the pet deposit and/or a list of deductions within 30 days after time landlord is told that the pet has been removed from the property.

OTHER ____

____

Tenant Responsibilities:

MOVE-IN/MOVE-OUT — To inspect the property with the landlord when moving in and when moving out and sign the check-in and check-out sheet.

MAINTAIN PROPERTY — To keep the property in good, clean condition and to take care of the yard.

DAMAGE — To pay for all damages caused by the tenants or their guests.

CHANGES TO THE PROPERTY — To make no major changes or alterations (including painting) to the property without the landlord's permission.

UTILITIES — To pay for the following utilities: water ______, gas ______,
electricity ______, other ________________________________.
All utilities not paid by the tenant, as agreed above, will be paid by the landlord by the 5th of the month.

REPAIRS — To give the landlord written notice of all needed repairs, and give the landlord a reasonable period of time to make the repairs. Where the repairs are not made, the tenant should:

> Contact the Housing Inspector. For those repairs *not covered by* the Housing Code, the tenant may, after giving the landlord reasonable notice, choose to:
>
> - Withhold the rent until the repairs are completed, or
> - Have the repairs made and deduct the cost from the rent, or
> - Break the lease and move, after giving a separate seven days' notice.

(These rights apply to tenants using this contract. They are called contractual rights and are rights which the local and state laws do not give tenants.)

PETS — To get the landlord's permission before having pets on the property.

NOISE — Not to allow excessive noise on the property.

TRANSFER — In cases of legitimate business or military transfer, or other cases approved by the landlord, to give 30 days' notice before moving. In such cases the tenant will receive the deposit minus damages.

SUBLETTING — Not to rent the property to another tenant (sublet) without the landlord's permission.

FINAL MOVE-OUT CONDITIONS — To leave the property in as good condition as the tenant found it, except for normal wear and tear.

Responsibilities of Both Tenant and Landlord:

RIGHT TO END THE LEASE — If the landlord or the tenant fails to uphold his or her responsibilities as outlined in this agreement, the other (or aggrieved) party may end this lease by giving 30 days' notice *in writing.* There is one exception to this 30-day notice in the section on tenant responsibilities for repairs.

In cases where the tenant breaks this lease and moves, he or she will owe the landlord for any actual damages (such as loss of rent, advertising expense, or other expenses caused by the tenant breaking the lease.) After deducting for actual damages, the landlord will return the remainder of the deposit.

If the tenant breaks the lease without good cause or approval of the landlord, the landlord has the option of collecting for actual rent loss up to the end of the lease.

SPECIAL AGREEMENTS: ____

____

____

BOTH TENANT AND LANDLORD ARE TO RECEIVE A COPY OF THIS AGREEMENT

TENANT'S SIGNATURE LANDLORD'S SIGNATURE

______________________ Date ________ ______________________________

____

____

TOPIC AREA: HOUSING
CONTENT STANDARD: 22, 23
SUBMITTED BY: Thelma Laquintan
SITE: Bataan

STORING FOOD AND CLEANING PRODUCTS

Levels: A, B

I. **OBJECTIVES:** Students understand how to save money by storing food properly. Students understand how to avoid accidents in the home by keeping cleaning products out of reach of children.

II. **BACKGROUND INFORMATION:**

A. American kitchens have refrigerators where fresh foods and left-overs are kept and cupboards where other foods and utensils are stored.

B. An old American saying is: "Cleanliness is next to Godliness." Many different cleaning products are available for household cleaning jobs.

C. Safety in the home is a major concern — especially where there are young children. Accidents can cause misery and loss of money. Cleaning products and other dangerous items should be kept out of the reach of children.

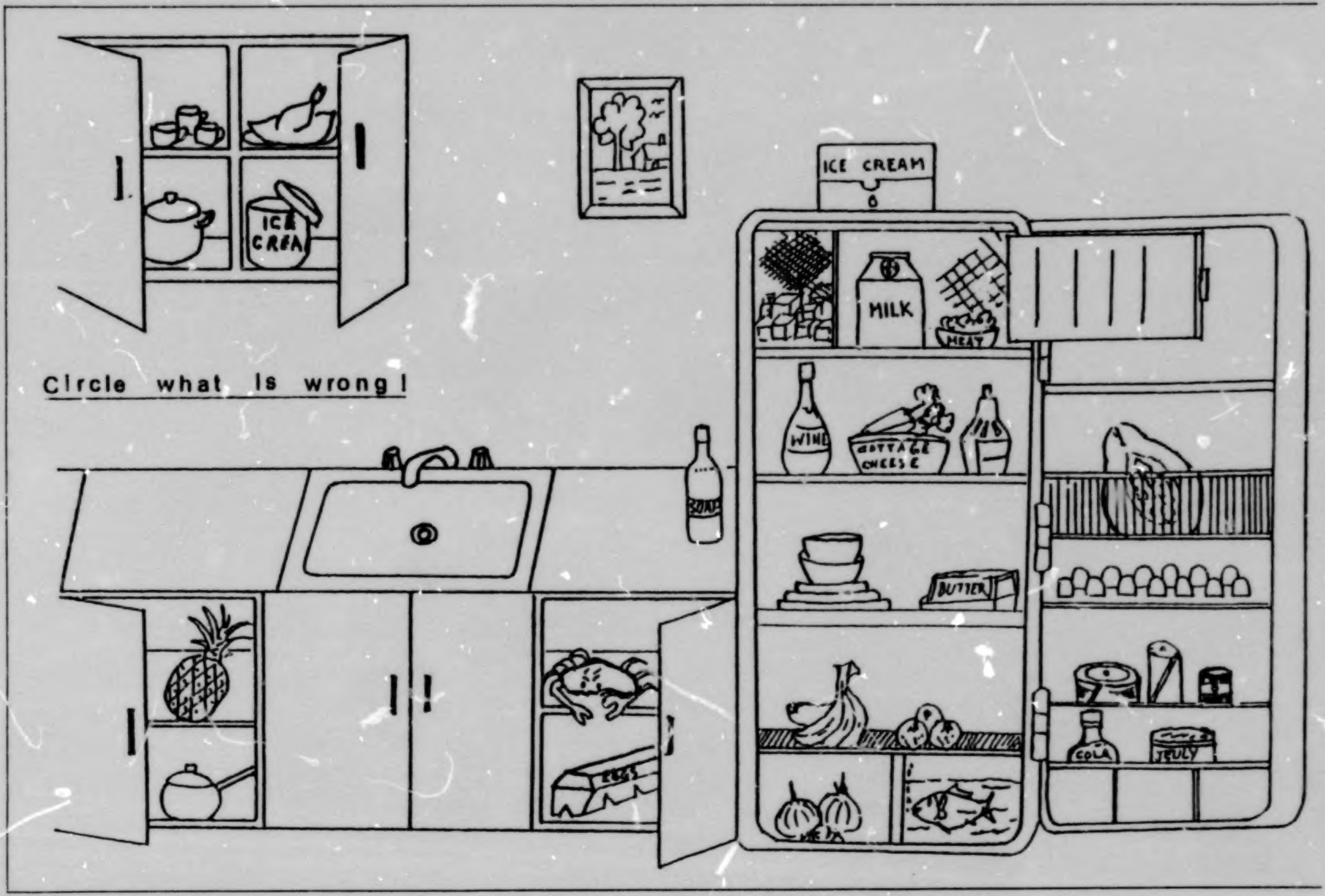
III. **MATERIALS:** A large drawing of the inside of an empty refrigerator.
A large drawing of the inside of an empty cupboard.
Picture cut-outs of different foods and a variety of cleaning products.
Food Storage Exercise (attached)

IV. **ACTIVITY:**

1. Teacher puts up drawings of empty refrigerator and cupboard and places all the picture cut-outs of food and cleaning products on a table in the center of the room. Each student selects one cut-out from the table and tapes it on a shelf in either the refrigerator or the cupboard. When all students have had the opportunity to select and tape up an item, the teacher asks them to look at how they have stored the food and cleaning products in an American kitchen.

   The teacher then asks if students see any items that are misplaced. Those who can identify misplaced items should come forward and move the items to their proper place, explaining why. When students are satisfied that all items are stored properly, the teacher reviews by asking what each cut-out is and why it should be stored where it has been placed.

2. When the teacher is satisfied that students understand the reasons for proper storage, the exercise can be given out. When students have completed the worksheet, the teacher can check for understanding by asking students to tell the reasons why items in the picture are misplaced.



Circle what is wrong!

TOPIC AREA: HOUSING
CONTENT STANDARD: 20, 22, 23
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

HEALTH AND SAFETY

Levels: A, B

I. **OBJECTIVE:** Given a situation, students can describe it as safe or unsafe, healthy or unhealthy.

II. **MATERIALS:** Newsprint and felt pens.
Red and green cards for each group.
Two electric cords: a good one and one with an exposed wire.
Plugs and outlet.
Pictures of unsafe or unhealthy situations.

III. **ACTIVITIES:**

1. Divide learners into groups. Pass out newsprint and felt pens.

   Tell learners to think of safe or unsafe and healthy or unhealthy situations in the camp for children and adults. Ask them to draw pictures of these different situations.

   Ask each group to show their pictures and explain the situation they have drawn. Have learners explain why the situation is safe or unsafe, healthy or unhealthy. (Allow about 10-15 minutes).

2. Show the plug, outlet, and good cord. Ask what they are and what they are used for. Ask how they can be dangerous if used incorrectly. Show cord with exposed wire and explain danger. Demonstrate how to put a plug into an outlet. Have a few students practice.

3. Safety Game: Give each group a pair of colored cards, a green one and a red one. Explain that you are going to read a story. As you read it, if the situation is safe or healthy, tell them that they should hold up the green card. The green card means that the person in the given situation can continue the activity. If the situation is unsafe or unhealthy, they should hold up a red card. The red card means that the person in the given situation must stop the activity. The first group to hold up the card must explain the reasons why they held up the red card. If the situation is unsafe or unhealthy, ask them to explain the consequences if the person should continue such an unsafe or unhealthy activity.

   Before beginning, give a few examples, perhaps from the ones they gave about camp life. Here are a few suggestions:

   a. A little girl is drinking dirty water. (Tell them to hold up one of the cards.)
   b. A little boy is playing with a ball.
   c. A man is eating pork that is not well cooked.
   d. A woman is washing with soap.

   Tell them the following stories you will read are about a family living in America.

Read the stories line by line. Allow time for the groups to think about them. Groups should show cards. They must explain their responses. If there is a disagreement, let them give the reasons before giving the correct answer.

SITUATIONS FOR HEALTH AND SAFETY LESSONS

Little Lee is a five-year-old boy. He lives in a small city in America.

1. He is going outside.
2. He is going to play in the street.
3. He is digging a small hole in the ground.
4. He is putting something he found in his mouth.
5. He is playing under a parked car.
6. He is playing with a broken bottle.
7. He goes back inside the house. He is playing with a toy.
8. He is getting an orange. His hands are dirty.
9. He sees a bottle of bleach. He cannot reach it. It is high in a cupboard.
10. He is going to touch the stove. It is on.
11. He goes into the classroom. He sees some medicine. He can reach it.
12. He wants to take a bath. He fills the bath tub to the rim with water.
13. He puts his fingers in the electrical outlet.

Now Mrs. Lee is in the kitchen. She is busy working.

1. She has a gas stove. She turns it on. She puts a pot of rice on top.
2. She is finished cooking. She blows out the flame but does not turn the knob to OFF.
3. She leaves some fresh meat out all night.
4.. She puts cleaning items high out of the reach of children.
5. She leaves a diaper on the baby all day.
6. She puts some leftover food in the refrigerator.
7. She has a bucket of water. Her hands are wet.
   She touches electrical appliances.
8. She leaves the refrigerator door open for two minutes.
9. She washes the dishes with hot water.
10. She wants to bathe the child. She puts only very hot water in the bathtub.
11. She starts a charcoal fire in the kitchen.

Now Mr. Lee leaves the house.

1. He does not take his I.D.
2. He crosses the street at the traffic light. It reads "WALK."
3. He takes a bus home. As the bus slows down near his house, he jumps off.
4. He takes medicine which the doctor prescribed for Mrs. Lee.
5. He turns on the TV.
6. The TV picture is not clear. He turns it off and touches some wires in back.
7. He is smoking. He puts the cigarette out in the trash basket.
8. He goes to the bathroom. He puts hot and cold water in the bathtub.
9. He turns on the radio from the tub.
10. He eats an apple. He puts the core in the toilet and flushes it.
11. He extinguishes his cigarette before going to bed.

Big Sister Lee is at home.

1. She goes into the bathroom. She uses her mother's toothbrush.
2. She is taking a bath. She turns on the fan.

3. She puts some toilet paper in the toilet and flushes it.
4. The light switch plate is off. She touches the wires.
5. She cleans the sink with cleaning powder.
   She leaves the container on the floor.
6. After taking a bath, she turns off the water tightly.
7. She is in the kitchen. She puts a bottle of coke in the freezer.
8. She leaves the refrigerator door open for a long while.
9. Before picking up the fan, she unplugs it to turn it off.
10. She puts garbage in a bag before throwing it away.
11. She is sick. She takes four pills. On the bottle it says to take only two.
12. She takes a walk. She is tired. A stranger offers her a ride in his new car.
    She refuses.
13. She returns home and locks the door.

4. Have each group prepare a short safety story to present to the other groups.
   These can be based on situations in camp such as:

   - cooking
   - using stoves
   - caring for children
   - cars and pedestrians
   - electrical circuits

CULTURAL ORIENTATION CURRICULUM

V. EMPLOYMENT

27. Students can describe common entry-level jobs in the U.S.

28. Students understand the concept of job mobility.

29. Students can describe ways of finding employment.

30. Students understand the American attitude regarding separation of work from leisure time.

31. Students can assess and describe their own work experience and skills.

32. Students can provide the following basic personal employment data:

    - name, address, and birthdate
    - Social Security number (once obtained in U.S.)
    - immigration status
    - previous jobs held
    - level of education attained

33. Students can describe steps in preparing for a job interview:

    - learn about the job
    - assess skills in relation to the job
    - gather important documents, e.g., I-94 and Social Security card

34. Students can demonstrate appropriate behavior at a job interview:

    - getting to the interview on time
    - personal appearance
    - manner and gestures
    - self-assertiveness
    - clarification of job responsibilities if hired

35. Students can identify rules, policies and procedures common to the workplace which include:

    - forms
    - training
    - contracts
    - personal safety
    - job benefits
    - time keeping and attendance
    - following directions
    - working hours
    - job advancement

36. Students can describe common responsibilities of employees to:

    - perform productively
    - notify employer when absent or late
    - cooperate with co-workers
    - give notice of resignation
    - demonstrate appropriate personal behavior (e.g., dress and grooming)

37. Students can describe factors affecting on-the-job relations including:

    - employer-employee relationships
    - relationships with other employees
    - pace of work
    - communication on the job (e.g. seeking help, getting clarification, solving problems)

TOPIC AREA: EMPLOYMENT
CONTENT STANDARD: 31, 33, 35
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

WORK IN CAMP

Levels: A, B

I. **OBJECTIVES:** Students can compare jobs in the village to jobs in camp. Students can compare structures of jobs in village and in camp.

II. **BACKGROUND INFORMATION:**

The video shows a variety of jobs done by refugees at the Phanat Nikhom camp including typists, carpenters, teachers' aides, electricians, interpreters, guards and janitors. From viewing the video, the students can see how skills they already have may help them get a job in camp. The students will also see work situations that are similar to those they will experience in America, such as getting paid, having a boss, working inside a building, and working fixed hours.

III. **MATERIALS:** Video of refugees working in camp. (Pictures drawn by students could be substituted.)

IV. **ACTIVITIES:**

1. View video.

2. Discussion including the following questions:

   - What jobs did you see people doing in the video?
   - Are jobs refugees do in Laos different from the jobs they do in the camp? Why?
   - Why do people need or want to work in camp?
   - Are refugees paid for work done in camp? How? When?
   - Who tells you what hours to come to work?
   - What kind of skills do you think it is important to have to get a job in camp?

3 Teachers should point out that there are two major kinds of work in camp — working for self and working for an organization. Examples of working for self are selling embroidery or food. Examples of working for an organization include working in a medical facility, post office, or library.

   Teachers should make sure that students realize the differences in the two kinds of work (i.e., that refugees working for an organization are paid a salary, have a boss, and work a fixed schedule). What kind of work allows more freedom? What kind of work is more secure?

4. Ask students what kind of work they think most Americans do? (for self or for an organization) How do they think Americans are paid?

TOPIC AREA: EMPLOYMENT
CONTENT STANDARD: 30, 31, 35
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

WORK IN VILLAGE

Levels: A, B

I. **OBJECTIVE:** Students can identify characteristics of work in the village.

II. **BACKGROUND INFORMATION:**

An American perception of what is or is not work is probably very different from the perceptions of a Hilltribe person. To most Americans, work is a very definite activity done during a specific time at a specific place. Usually work is something one gets paid for doing. However, the concept of work as the place you spend your time from 9 to 5 is not true in Laos. Work there is an inseparable part of people's lives. In fact, Hilltribe students may have trouble identifying what part of their lives is devoted to work (work as defined by Americans). In this lesson the teacher should try to help the students understand the American concept of work as a distinct and separate activity and to recognize what activities in their lives in Laos could be classified as work.

III. **MATERIALS:** Paper and crayons.

IV. **ACTIVITIES:**

1. Ask students how they define work. Then give these examples:

   Do you think a person is working when:
   - Harvesting rice?
   - Singing?
   - Selling noodles?
   - Talking with friends?
   - Raising pigs?
   - Sewing?

   Why or why not?

   Students may define work as something that makes you tired, uses muscles, or gets food for your family.

2. Let each student draw a picture of himself or herself working in Laos. Then let each student explain his or her picture to the class.

   The teacher may lead a discussion by asking students questions such as:

   - What hours did you work in Laos?
   - Who told you what work to do?
   - Who told you what time to start/finish work?
   - How were you trained for your work?
   - Did you receive money for your work?
   - What days of the week did you work?
   - What happened if you didn't work?

TOPIC AREA: EMPLOYMENT
CONTENT STANDARD: 31, 27
SUBMITTED BY; Teresita P. Fernandez
SITE: Bataan

SKILLS ASSESSMENT

Levels: C, D, E

I. **OBJECTIVES:** Students can assess and describe their own work experience and skills. Students can relate them to common entry-level jobs in the U.S.

II. **MATERIALS:** Pictures/Posters of Common Entry-Level Jobs in the U.S.
Skills — Jobs Matching (Attached)

III. **ACTIVITIES:**

1. Teacher makes an introduction by saying to the students that everyone has some kind of experience/skills which may be useful in the U.S.; that all of us can do one thing or many things very well. It is important that the students are able to describe their skills and work experiences in their country or refugee camps where they stayed when looking for a job in the U.S.

2. Teacher gives the class an activity which will give them the opportunity to think about what they can do well. She asks the students to write in their notebooks the following information:

   a. Their job(s)/hobby(ies) in their own country and/or refugee camps.
   b. One (or more) thing(s) they can do well. (skill/s)
   c. How they learned it/them. (education/training)
   d. How long they were doing it/them. (experience)
   e. In what job in the U.S. they think they would be able to use these skills.
   f. Aside from the job(s) where they can use their skills, what other jobs would they like to do in the U.S.
   g. What training is available in PRPC or locally.

   (For low levels, the above might be discussed in groups if students have similar backgrounds.)

   Teacher gives 1 or 2 examples on the board, then gives the students 15-20 minutes to do the activity.

   Teacher asks the students to report what they wrote to the class.

   Teacher gives additional information on training available at the PRPC or locally which was not mentioned by the students (e.g., plumbing, welding, typing, etc. and how/where to enroll.)

3. For the next activity, each student is given a mimeographed form containing a list of skills on the left side and a list of some jobs related to the skills on the other side. The teacher and the student do one or two matches together, then the class is divided into small groups to complete the activity. The groups are given 15 - 20 minutes to do this, after which feedback follows.

ATTACHMENT

Match the following entry-level jobs with the skills listed. If students have skills that are NOT listed, add them to the list.

NOTE: *There are at least two jobs for each skill; do one or two matches together, then divide into small groups to complete the activity.*

SKILLS

______ cooking
______ dancing, playing sports
______ making handicrafts, weaving
______ sewing
______ farming
______ working with children
______ driving
______ working with sick people
______ electrical repairing
______ building houses
______ making furniture
______ hunting
______ digging
______ fishing
______ navigating a boat
______ welding
______ auto mechanics
______ speaking two languages well
______ selling
______ cleaning
______ dishwashing

SOME JOBS RELATED TO SKILL

1. truck, bus or taxi driver
2. nurse's aide, orderly
3. teacher's aide, orderly
4. greenhouse worker
5. repair person with store that sells electrical appliances
6. cook in restaurant, cafeteria, school
7. kitchen helper, dishwasher
8. waiter, waitress, busboy
9. janitor, maintenance worker
10. tailor, sewing machine operator in mill
11. farm worker
12. carpenter
13. painter
14. stock person in retail store
15. gas station attendant
16. garage mechanic
17. construction worker
18. welder
19. assembly worker
20. translator, bi-lingual teacher's aide
21. messenger, mail clerk in large company
22. worker with a fishing fleet — if living near water
23. cashier in store, supermarket
24. household worker
25. baby sitter

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: EMPLOYMENT
CONTENT STANDARD: 29
SUBMITTED BY: Rodil Tolentino
SITE: Bataan

FINDING A JOB

Levels: C, D, E

I. **OBJECTIVE:** Students can describe ways of finding employment.

II. **MATERIALS:** Post the following pictures around the classroom:

1. A man showing empty pockets
2. Man meeting friends
3. State employment office
4. Refugee organization or MAA
5. Sponsor, Volags
6. Newspaper
7. Private employment office
8. Help wanted signs

III. **ACTIVITIES:**

1. Show a picture of someone with empty pockets, and ask students to describe what NO MONEY means.
   What does he need? A JOB.

2. Divide class into groups and have each group discuss how most of the people in their country found their jobs. Have them list these on one side of a piece of manila paper. From stories they have heard from friends resettled in the U.S., have them list on the other side of the paper, how they were able to find their first and best jobs in America.

   Ask each group to report their work through their representative.

   As each group is reporting, teacher writes on the board the different sources of information about finding a job in the U.S. as they are mentioned by the reporters. The information could be organized as follows:

SOURCES	ADVANTAGES	DISADVANTAGES
1. Friends, relatives	— know what jobs you can do	
	— know what job you need	
	— know how much salary you want	
	— can be a big network	
	— FREE	
	— can give personal advice	
2. Sponsor, Volags	— responsible	— they may not always be available
	— much information on job opportunities	— they may be busy with other refugees

3.	Newspapers	— much information on job opportunities	— stiff competition
4.	MAA	— these people have undergone similar difficulties: they may have good advice — they are willing to help — employers may be happy to have more of their countrymen, [because of their good performance in companies.] — can speak the same language	
5.	Walk-In	— a good try since only approximately 20% of job vacancies are advertised — approximately 40% of Americans found their jobs this way	— lack of English may serve as hindrance
6.	State Employment Office	— much information on job opportunities — may not be aware of all your skills	— stiff competition — help may be too professional
7.	Private Employment Office	— a lot of information	— stiff competition — you have to pay a fee

---

3. Have students prepare a classified advertisement for a newspaper or a notice for a community bulletin board stating some job they can do, who they are, and where they can be found.
For example:

EXPERIENCED SEAMSTRESS
WILL MAKE ALTERATIONS
AT HOME OR SHOP.
CONTACT: BOONMEE
26 ARCH ST., MILFORD
TEL: 216-9337

TOPIC AREA: EMPLOYMENT
CONTENT STANDARD: 33, 34
SUBMITTED BY: Eladio Dolotina, Jr.
SITE: Bataan

JOB INTERVIEW

Levels: C, D, E

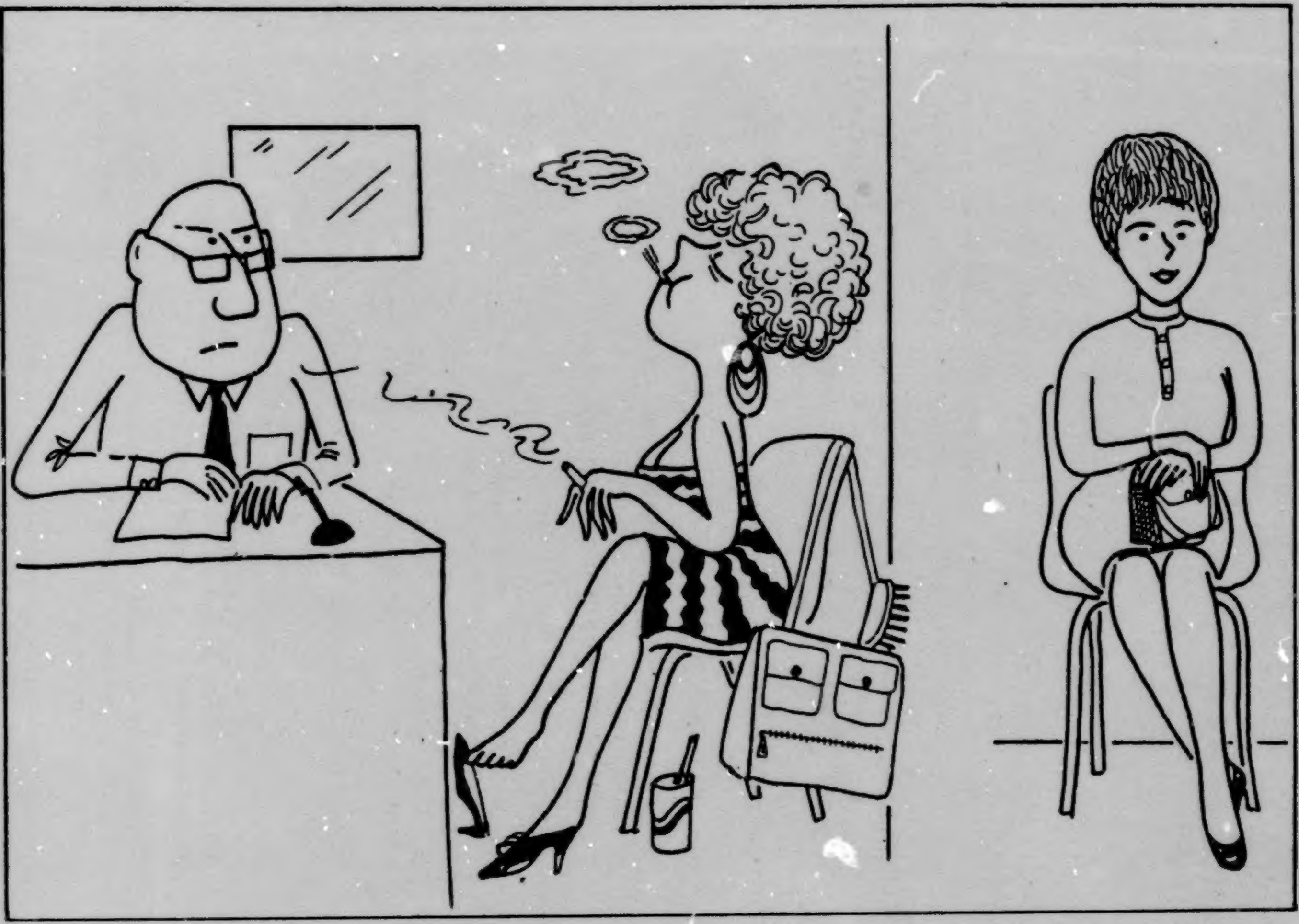
I. **OBJECTIVES:** Students can describe the qualities an employer looks for during an interview.
Students can ask and answer possible questions during an interview.
Students can identify appropriate behavior for an interview.

II. **MATERIALS:** Pictures — Steps in preparing for an interview.
Pictures — Contrasting behavior during an interview (Attachment 1)
Interview Questions (Attachment 2)

III. **ACTIVITIES:**

1. Review questions:
   - What work would you like to do in the U.S.?
   - What are some entry-level jobs?
   - What are the ways to locate a job opening in the U.S.?
2. Ask new questions:
   - Why is a job interview necessary?
   - How do you prepare for an interview?
3. Distribute the pictures of steps to prepare for an interview. Have the students describe each step and tack them on the board in sequence.
4. Distribute Attachment A. Ask students to identify the good qualities an employer would look for in an employee.
5. Divide the class into 2 groups. Ask each group to list 5 important kinds of behavior during an interview, e.g., eye contact, proper greeting, posture, showing confidence, enthusiasm. Write the lists on the board. As a class, decide upon which points will be used as an interview evaluation check list.
6. Using questions in Attachment B, review with students some of the questions that may be asked by the interviewer. Ask students to add questions that they should ask the interviewer.
7. Conduct several mock interviews in class. Using the list of behavior points, have students observe interviews and check to see whether interviewee behaved appropriately. After each mock interview, ask observers to give feedback to interviewee.

ATTACHMENT 1



ATTACHMENT 2

INTERVIEW QUESTIONS

1. What kind of work would you like to do?
2. What salary do you want to earn?
3. Why do you want to work here?
4. Why did you leave your last job?
5. How did you get along with your last employer?
6. How did you get along with your fellow workers?
7. Would you be able to work on Saturdays? on Sundays? Overtime?
8. Would you work nights if you had to?
9. Do you smoke?
10. Have you ever been bonded?
11. Have you ever been arrested?
12. Where did you go to school?
13. What is the last grade you completed?
14. How many days did you miss from work last year because of illness?
15. Are you a citizen?
16. What kind of visa do you have?
17. Do you have a Social Security card?

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: EMPLOYMENT
CONTENT STANDARD: 33, 34
SUBMITTED BY: Johnny Punzalan
SITE: Bataan

JOB INTERVIEW

Levels: C, D, E

I. **OBJECTIVES:** Students will be able to describe steps in preparing for a job interview. Students will be able to demonstrate appropriate behavior during the job interview.

II. **MATERIALS:** Samples of I-94, Social Security card, Resume. Pictures of good and bad interviews.
Visuals of steps in job interview.
Sample Forms (attached)

III. **ACTIVITY:** (1, 2, 3, 4 to be done one day; 5, 6, 7 on next day.)

1. Students review steps in preparing for a job interview.
   Teacher reviews previous lessons by asking:
   - What have you learned before about skills assessment and preparing employment data?
   - Why is it important to learn these things?
     (need them when applying for a job)

   Teacher brainstorms with the students the following questions before introducing the new lesson:
   - How many of you have worked before in an office, in a restaurant, or in a factory, etc., in your country?
   - How did you get the job?
   - Did you have to go for a job interview?
   - How did you prepare for the job interview?

2. Teacher introduces the new lesson. When you apply for a job in America, the office usually gives you an appointment for an interview. It is necessary that you prepare before going to an interview so that you'll be able to provide the interviewer with documents needed for the job and so that you'll be confident interviewing for the job. Today you are going to learn how to prepare for a job interview.

   Teacher and AT role play an interview while students observe.

   AT : Good morning Mr. Thai.
   T : Good morning, can I help you?
   AT : I have an appointment for a job interview.
   T : What position are you applying for?
   AT : Busboy.
   T : Do you have experience as a busboy?
   AT : No.
   T : Can you tell me some of the duties of a busboy?
   AT : I'm sorry. I do not know.
   T : May I see your I-94 and Social Security card?
   AT : I forgot to bring them.
   T : I am sorry. You're not hired. Goodbye.

Teacher processes the role play and brings out the important points of preparation.

a. Applicant should learn about the job before going to the interview.
b. Applicant should assess his/her skills in relation to the job.
c. Applicant should gather important documents,e.g., I-94, Social Security card, resume, letter of recommendation (if any), diploma, certificate or license (if any).

3. Teacher sets up the same role play and asks one student to be the applicant. This time the applicant knows about the job he/she is applying for, its duties, and can provide the documents needed.

4. Teacher makes an assignment for the next day: Tonight each of you must think of a job you want to apply for, find out its duties and responsibilities, and gather some documents needed. You can devise your own or use the handout (attached) and bring them to class tomorrow.

5. Teacher reviews previous lesson (10 minutes). Teacher introduces the new lesson. You have already learned how to prepare for a job interview. Today you're going to learn how to demonstrate good behavior during the interview. Teacher shows pictures of a good interview and a bad interview. Let students identify which is a good or a bad interview.

   Teacher and AT role play two different scenes:

   1) Good interview — Applicant comes to the interview alone, on time, dressed neatly, with a calm, confident attitude during the interview.
   2) Bad interview — Applicant comes to the interview with someone, late, dressed in dirty clothes, and nervous during the interview (e.g., smoking, scratching head, biting fingernails, etc.).

   Teacher processes the role plays and reviews the following points of instructions:

   — go alone to the interview
   — be on time, or a few minutes early
   — have a neat and clean appearance
   — shake hands with the interviewer
   — present a calm and confident attitude
   — think before answering the questions
   — answer questions politely, accurately and honestly
   — ask questions about job duties, responsibilities and benefits if hired
   — thank the interviewer after the interview.

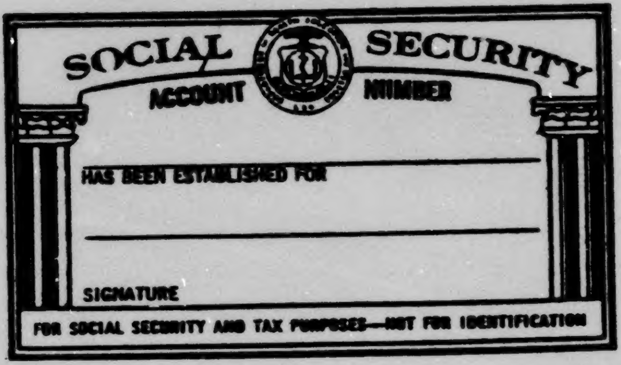
6. Students conduct mock interviews, playing the part of applicant.

7. Review — Using the visuals of steps of a job interview:

   Hang up the pictures one by one and let the students decode them. (These pictures portray the steps in preparing for and being interviewed.)

ATTACHMENT

SAMPLE FORMS



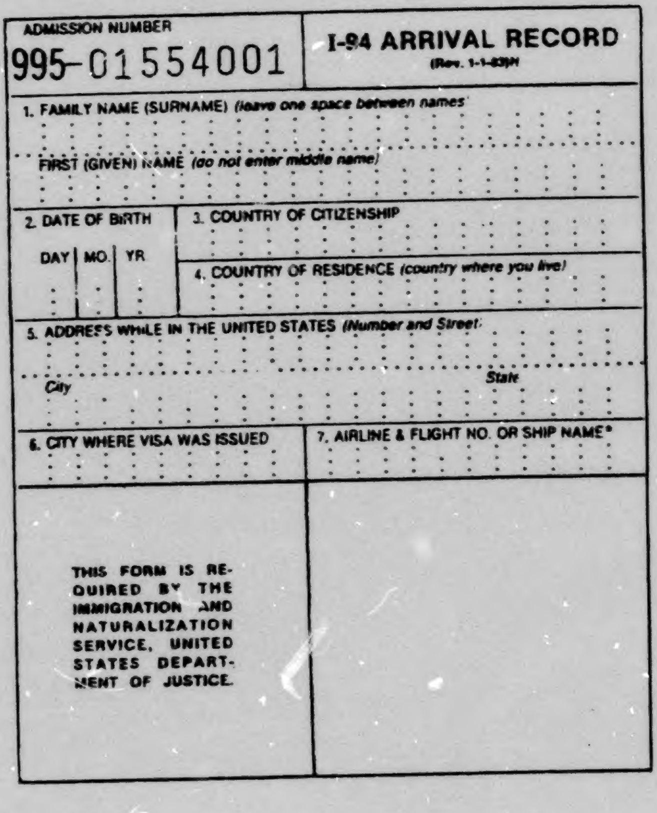
SOCIAL SECURITY

ACCOUNT NUMBER

HAS BEEN ESTABLISHED FOR

SIGNATURE

FOR SOCIAL SECURITY AND TAX PURPOSES—NOT FOR IDENTIFICATION



ADMISSION NUMBER

995-01554001

I-94 ARRIVAL RECORD
(Rev. 1-1-83)N

1. FAMILY NAME (SURNAME) *(leave one space between names)*

FIRST (GIVEN) NAME *(do not enter middle name)*

2. DATE OF BIRTH

DAY | MO. | YR

3. COUNTRY OF CITIZENSHIP

4. COUNTRY OF RESIDENCE *(country where you live)*

5. ADDRESS WHILE IN THE UNITED STATES *(Number and Street)*

City

State

6. CITY WHERE VISA WAS ISSUED

7. AIRLINE & FLIGHT NO. OR SHIP NAME*

THIS FORM IS REQUIRED BY THE IMMIGRATION AND NATURALIZATION SERVICE, UNITED STATES DEPARTMENT OF JUSTICE.

TOPIC AREA: EMPLOYMENT
CONTENT STANDARD: 27
SUBMITTED BY: CO Staff
SITE: Bataan

ENTRY LEVEL JOBS

Levels: C, D, E

I. **OBJECTIVE:** Students can demonstrate knowledge of entry-level jobs in U.S.

II. **MATERIALS:** Cardboard strips on which are written various entry-level jobs (attached).
Have as many strips as there are students in the class.

III. ACTIVITY:

1. Ask the students, "Who likes to play charades?"
   "We are going to play a variation of this game today."
2. Give the meaning of charade and variation. Write the words on the board.
3. Give the rules of the game:
   a. Pick a student at random to get one strip.
   b. Do not let him show the card to the class, but instead act out the job written on the card.
   c. The rest of the class guesses what job he is demonstrating.
   d. The student who guesses correctly will pick the next strip.
4. Guide the students with questions:

   Where does he/she work?
   What is he/she doing?
   What tools does he/she use?
   Can both men and women do this work?
   What time does he/she work?
   What skills does he/she need?

ATTACHMENT

ENTRY-LEVEL JOBS

1. cleaning (everywhere — porter, janitor, custodian, maintenance)
2. housekeeping (homes, hotels, nursing homes)
3. laundry work
4. lawn care (groundskeeper)
5. child care worker
6. bartender (bar helper)
7. waiter-waitress
8. cook's helper
9. cook
10. hostess
11. coat check
12. kitchen helper
13. salad maker/sandwich maker
14. bus person
15. dishwasher
16. bellman (porter)
17. doorman
18. security guard
19. parking/garage attendant
20. room service attendant
21. sky cap
22. baggage/courtesy clerk
23. baker trainee
24. packer/mover
25. helper for skilled tradesman
26. ticket taker in theatre
27. lot "boy" (taxis and rental cars)
28. manicure/shampoo person
29. laboratory aide
30. electronic assembler
31. factory laborer
32. microfilm clerk
33. xerox/copy machine operator
34. supply/inventory clerk
35. mail room worker
36. filer
37. messenger/delivery man
38. driver (taxis, cars, trucks)
39. counter person
40. dry cleaner worker
41. merchandise marker
42. cashier
43. warehouse worker
44. alterations/tailor/seamstress
45. gift wrapper
46. changing room attendant
47. bookkeeper's clerk

TOPIC AREA: EMPLOYMENT
CONTENT STANDARD: 36, 37
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

WORK SYSTEMS/ATTITUDES TOWARD WORK

Levels: A, B

I. **OBJECTIVE:** The learner can explain differences between work systems and attitudes in his or her country and the U.S.

II. **MATERIALS:** Drawing paper and crayons
News Article (Attached)

III. **ACTIVITIES:**

1. If the class has a mix of students, some from the city and some from the village, divide the group according to where they used to live and the kind of work they did. Give paper to each student. Have them fold it in half and on one half draw a picture of their former work.

When everyone has finished, ask questions such as:

- How did you start your work? When did you start (how old)?
- Did you work all the time? on contract?
- How did you get paid? By the job? By the day or hour?
- What happened when you were sick? Who did you inform?
- Did it matter if you didn't appear for work? What would happen? What would you do?
- Did you take breaks? How long? Who would decide?
- How often did you work? everyday? only by the season? by the week?

For communal workers, ask:

- What responsibilities did the individual have?
- What responsibilities did the group take?

For hired labor in the village, ask:

- What is the relationship between the worker and the landowner?
- What responsibilities does the employee have?
- What responsibilities does the employer have?

On the other half of their papers, ask the students to draw a picture of what work they would like to do in America. Allow enough time to give students help starting their drawings if necessary.

When they are finished ask each student to briefly describe his/her future work to the class. They need only talk for one minute. Be considerate of shy students. Help them if you can. Some may not want to speak in front of the class.

2. Teacher talks briefly about work in America.

- Time: 8 hour day, 40 hours per week.
- Salary: Depends on work. Minimum wage is $3.35 per hour.
  (Caution students that costs, like food and housing, are high in America.)
- Shifts: Work at different times in the day
- Breaks: Coffee breaks: 15 minutes, two per day
  Lunch break: 30 minutes.
- Vacations: Varies; after one year on the job, one week's paid vacation is common. If you need to leave work for a short time, you must talk to the boss.
- Maternity leave: Boss cannot fire you for being pregnant. Boss will give you leave (usually without pay).
- Sick leave: In some jobs workers may take sick leave (e.g., one day per month). In others, they would not be paid when sick. If you cannot go to work, you must notify the company early. In some companies, an employee may get hospital insurance in case he is ill.
- Quitting the job: You must always give at least two weeks' notice to the employer if you plan to quit.
- Punctuality: Americans demand that employees be on time.
- Relationship to boss: The boss may want you to call him by his first name. Workers are free to request improvements in working or work setting to boss. Most American employers try to be friendly with their workers.

Open-ended story.
Before you read the story, ask the students if they had to work with other people in their previous jobs.

- Did they work together?
- Did they take breaks at the same time?
- Did they ever have disagreements or fights?
- Was it important to have friendly relationships on the job.

Read the news article. Read it slowly to the class until you see "STOP READING." Before reading conclusion, ask all the students to tell you how they think the story will end. Now, read the conclusion to the students.

Divide the class into three small groups and give the groups the following questions:

- What was the problem or problems in the story?
- Why did the refugee work so hard?
- What was the Laotian's attitude toward his job?
- What was the American's attitude toward his job?
- Why was there a fight?
- Could anything (or anyone) have prevented the fight?
- What would you have done if you were the American? the Laotian?

3. Teacher gives a conclusion stating among other things that the purpose of our work in CO is not to change students' values or beliefs, but to point out some of the consequencies of behavior in the U.S.A. A student must always choose how he or she will act.

ATTACHMENT

News Article

Mr. Phet Phantoon, a recently arrived refugee from Laos and an employee at the local General Motors automobile plant, was arrested last week at the factory by police who charged him with physically assaulting another factory worker, Mr. John Wayne.

Mr. Phantoon, who does not speak too much English and had to speak through an interpreter, said that he and Mr. Wayne had worked next to each other on the assembly line installing doors for almost four weeks. This was his first job since he arrived in the U.S. He got his job at the factory with the help of his sponsor. And he was eager to please both him and his new boss.

According to Mr. Phantoon, Mr. Wayne and other employees had been pestering him for some time about his work habits, claiming that he worked too hard. When asked, Mr. Wayne acknowledged that he had complained several times to Mr. Phantoon, that he thought Mr. Phantoon was trying too hard to please the boss. As an example, Mr. Wayne claimed that Mr. Phantoon would only take 15 minutes of his 30 minutes lunch break and then return to work. According to Mr. Wayne, Mr. Phantoon would not stop for his 15 minute coffee break in the morning and the afternoon, but would keep on working. Other employees at the factory admitted that Mr. Phantoon was always the first person to work in the morning and many times was the last person to quit working in the evening.

On the afternoon of the fight, according to Mr. Phantoon, Mr. Wayne and his friends began teasing him and calling him names. When Mr. Phantoon struck Mr. Wayne in the face, there was a fight. The police were called in, and both men were arraigned. They faced the judge at the trial yesterday.

STOP READING. ASK STUDENTS WHAT THE JUDGE DECIDED TO DO AND WHAT THEY THINK HAPPENED TO MR. PHANTOON AND MR. WAYNE.

Conclusion.

The judge fined both men and put them on six months probation. Mr. Phantoon, who claimed he was fearful of losing his job, was glad to hear that he would not lose it. Instead, his boss, who has hired other Indochinese refugees, called for an interpreter to talk with Mr. Phantoon and Mr. Wayne about the difference that caused the fight to occur.

CULTURAL ORIENTATION CURRICULUM

VI. CONSUMERISM AND FINANCE

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38. Students can recognize different denominations of American money, and can count it and make change.

39. Students can compare and contrast systems of shopping in relation to:
    - bargaining and fixed prices
    - keeping receipts
    - paying sales tax
    - returning defective items
    - frequency of shopping trips
    - use of public machines
    - (e.g.,vending, banking)

40. Students can describe typical types of stores in America.

41. Students can describe ways to save money when shopping.

42. Students understand what a check is, and the proper procedures for cashing checks which include:
    - having proper identification
    - endorsing check
    - counting cash when received

43. Students understand what to do if a check is lost or stolen.

44. Students can differentiate between gross and net pay.

45. Students understand the following common pay deductions:
    - Federal income tax
    - state, county, or city tax
    - health insurance
    - Social Security tax
    - union dues

46. Students can describe ways for the safe handling of money.

47. Students understand what checking and savings accounts are.

48. Students can describe common household expenses and plan a simple budget.

49. Students understand procedures for paying bills and use of credit.

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: CONSUMERISM AND FINANCE
CONTENT STANDARD: 38
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

COUNTING MONEY

Levels: A, B

I. **OBJECTIVES:** Students can recognize American money.
Students know the values of American coins and bills.
Students can count money.

II. **BACKGROUND INFORMATION:**

A. For preliterate hilltribe people who come from an economic system based on bartering and bargaining, the American money system may at first seem quite confusing. Just learning to distinguish the different bills and coins may be quite difficult. Many countries have money that comes in different shapes, sizes, and colors, but American money is quite uniform. There is little to distinguish a $1 bill from a $100 bill. The size, the color, and the design are the same. Bills can be distinguished by the person and place depicted on them, or by the number. For a person who cannot read or write numbers, it will be very difficult to tell the bills apart. It is important that students learn not only to count, but also to read numbers.

B. American coins come in different shapes and sizes, but they also may be difficult for students to tell apart. The coins do not have numerals on them, so students who cannot read must remember the value of the coin by its size and color. Students may also find it confusing that a dime, the smallest coin, has a greater value than a penny or a nickel.

The values of American coins and bills are:

COINS			DOLLARS		
1 cent	=	one penny	$1	=	100 cents
5 cents	=	one nickel	$2	=	200 cents
10 cents	=	one dime	$5	=	500 cents
25 cents	=	one quarter	$10	=	1000 cents
50 cents	=	one half-dollar	$20	=	2000 cents
100 cents	=	one dollar	$100	=	10000 cents

III. **MATERIALS:** American money (coins and bills)
ICMC — CAL Number Book 3: Money
BINGO game

IV. **ACTIVITIES:**

1. Review numbers 1-100 by playing BINGO. Each student should have his or her own BINGO card.

2. Give each student samples of American coins and bills. Tell them the name of each coin and its value.

3. Divide students into two groups. Put a big pile of coins on the table in front of the class. When the teacher names a coin a student from each group must try to select that coin from the table. The first student to correctly select the coin gets a point. For example, if the teacher says "two dimes," the first student to select two dimes gets a point. The teacher can make the game more difficult by calling out amounts of money written on the board.

4. Practice recognizing bills of different denominations by covering the numbers and using the persons or places depicted to identify them.

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: CONSUMERISM AND FINANCE
CONTENT STANDARD: 38, 39
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

MAKING CHANGE

Levels: A, B

I. **OBJECTIVES:** Students can add and subtract money amounts.
Students can make change.
Students can read prices.

II. **BACKGROUND INFORMATION:**

A. Being able to read price tags is extremely important in America. In the native country if you want to know the price of an item you usually ask the shopkeeper. However, in America stores are usually large and the shopkeeper or store employees may not pay attention to each customer as he selects what he wants to buy. In most American stores all items have price tags. If a refugee asks someone the price of an item he will likely be told, "Look at the price tag."

It is also very important for students to be able to make change so that they can be sure they get the correct amount of money back when they pay for an item.

III. **MATERIALS:** Play bills and coins

IV. **ACTIVITIES:**

1. Review numbers and values of American coins.
2. Divide students into two groups. Place a large pile of bills and coins in front of the room, next to a large poster showing different amounts of money. Have students throw darts at the poster. If the student hits $1.25 he must count $1.25 out from the pile of money. If the student can count the money correctly his or her team gets a point.
3. Split the class into groups of 3 or 4. Give each group a pile of coins. Tell the class that the group that comes up with three different combinations of coins equalling $1.00 is the winner. Do several times, adding bills to the pile and giving different amounts for them to count.
4. Explain different ways of writing amounts of money. Then divide students into four groups. Give two groups pieces of fruit or other items with prices attached. Give the other students bills and let them buy the fruit. Sellers must give correct change. Let each group have a chance to be buyers and sellers.

TOPIC AREA: CONSUMERISM AND FINANCE
CONTENT STANDARD: 48
SUBMITTED BY: CO Staff
SITE: Bataan

PLANNING A BUDGET

Levels: C, D, E

I. **OBJECTIVE:** Students can plan a budget to meet financial responsibilities and provide for future security.

II. **MATERIALS:** Situation cards giving net pay, number of persons in the family, other relevant information.
Manila paper.
Marking pens.

III. **BACKGROUND INFORMATION:** Teacher could pose a situation such as the following. If you work full time for a minimum wage of $3.35 an hour, can you pay for your needs? Can you send money to relatives outside the U.S.? Can you buy a T.V.?

Point out that refugees will need to work in the U.S. to earn money and to get established. They cannot spend more than their income. A budget will help them recognize priority expenses and the need to set aside enough money in the bank and at home to meet financial responsibilities.

Some expenses may be:

- Insurance (fire, life, car)
- Rent
- Food
- Utilities
- Telephone
- Transportation
- Clothing
- Health bills

Some money may be put into checking or savings accounts.

IV. **ACTIVITIES:**

1. Divide students into groups.

   Hand a situation card to each group. Ask a group member to read the situation card for each group. Translate if necessary.

   Give the groups 20 minutes to plan their monthly expense budget based on the situation card. Have each group write its budget on manila paper.

   When all groups are ready, put their work on the board. Each group may pick one person to discuss their budget.

   As each budget is discussed, ask the students how much of the money goes into the checking account, into the savings account, is kept as cash at home, and why.

2. Have class suggest reasons to reserve an amount for emergencies.

SAMPLE SITUATION CARD

NGUYEN FAMILY, 5 members	
Mr. Nguyen, Clerk	$3.80/Hr
Mrs. Nguyen, Cook	$3.40/Hr
Boy Nguyen, Paperboy	$10/Wk

HOUSE: Rent 2-bedroom apt.
TRANS.: Bus to work
INS.: $120/yr
MISC.: Brother-in-law in refugee camp

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: CONSUMERISM AND FINANCE
CONTENT STANDARD: 39, 41, 48
SUBMITTED BY: Thomas Riddle
SITE: Phanat Nikhom

SHOPPING AND BUDGETS

Levels: C, D, E

I. **OBJECTIVES:** Students will be able to use the information contained in advertisements in American newspapers to plan a simple budget.
Students will understand the importance of budgeting money and will demonstrate an understanding of what a need is and what a want is.

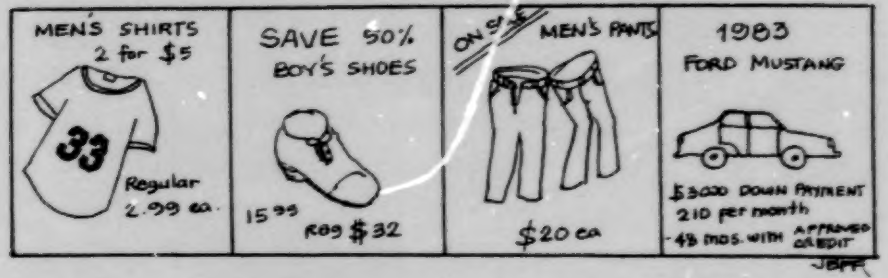
II. **MATERIALS:** Newsprint, felt tipped pens, and a copy of page 1 of Shopping in America for each student (see attached). In place of this the teacher can gather other ads.

III. **ACTIVITIES:**

1. Ask students how they bought things in their own country and ways that they saved money when they bought things. This activity may include a role play of bargaining.

2. Explain the American idea of "On Sale" and how they can save money by buying things on sale.

3. Post the advertisements below (which you have drawn on newsprint) on the wall and explain their contents. Ask questions to check students' understanding.



4. Pass out a copy of page 1 of Shopping in America to each student. Which pair of pants are the cheapest? How much do they regularly sell for? How much do you save when you buy them on sale? Look at the underpants. Which ones are the cheapest? How many do you get? How much does one pair cost?

5. When you feel that they understand how to read the important factors of advertisements give them a few minutes to browse through the book.

6. What kinds of things will you need when you first arrive in America? What things are you looking forward to owning later? Things that you cannot do without are called *needs* and things that you can do without are called *wants* or sometimes luxury items.

7. Today we want to decide what things you will buy if your sponsor gives you an unfurnished apartment that has only a stove and refrigerator and $300. You must plan what is the best way to spend your money or make a *budget*.

   Working in groups of two's or three's decide what is the best way to spend the $300. Remember, you'll need clothes, things for the kitchen, the living room, the bedroom, the bathroom, and perhaps some personal items like a toothbrush. Try to spend your money wisely knowing what you need now and what you may want to buy later.

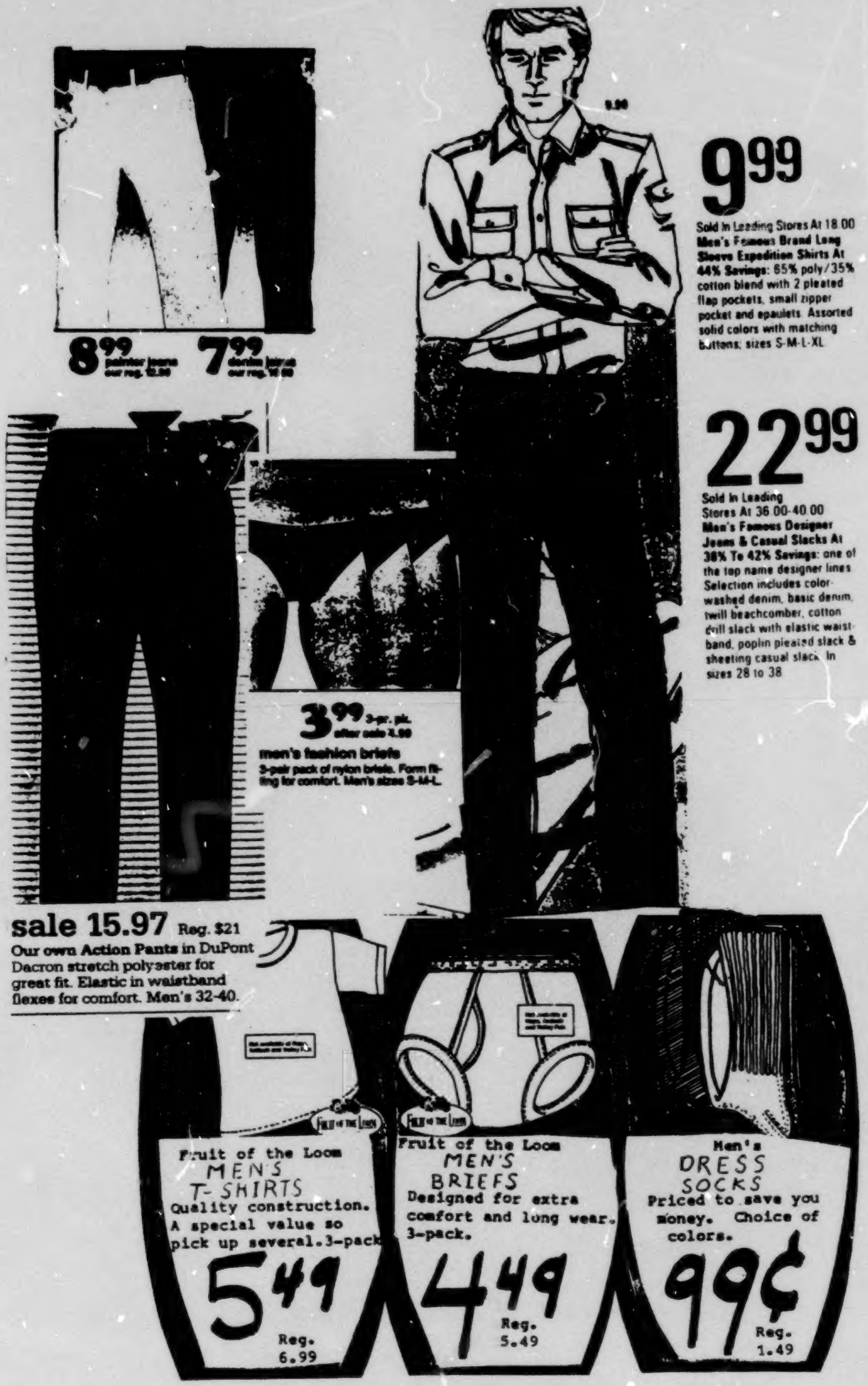
8. Write on the newsprint the things you want to buy and be sure to list both the regular price and the *On Sale* price.

9. After 20 or 30 minutes selected examples of the students' work may be placed on the wall and discussed. "Did he forget anything?" Does he really need this?"

10. The teacher should place on the wall his own example of how he would spend $300. The teacher might stress buying clothes to help in getting a job or personal items to maintain a good appearance.

11. Time permitting, the teacher may want to outline with the students some of the items they must spend money for every month in the States and some things which they may spend different amounts of money for every month. For example, the rent will probably be the same every month.

ATTACHMENT



8.99 painter jeans our reg. [illegible]

7.99 denim jeans our reg. [illegible]

9.99

Sold In Leading Stores At 18.00 **Men's Famous Brand Long Sleeve Expedition Shirts At 44% Savings:** 65% poly/35% cotton blend with 2 pleated flap pockets, small zipper pocket and epaulets. Assorted solid colors with matching buttons; sizes S-M-L-XL

22.99

Sold In Leading Stores At 36.00-40.00 **Men's Famous Designer Jeans & Casual Slacks At 38% To 42% Savings:** one of the top name designer lines. Selection includes color-washed denim, basic denim, twill beachcomber, cotton drill slack with elastic waistband, poplin pleated slack & sheeting casual slack. In sizes 28 to 38

3.99 3-pr. pk. after sale [illegible]

men's fashion briefs

3-pair pack of nylon briefs. Form fitting for comfort. Men's sizes S-M-L.

sale 15.97 Reg. $21

Our own **Action Pants** in DuPont Dacron stretch polyester for great fit. Elastic in waistband flexes for comfort. Men's 32-40.

Fruit of the Loom
MEN'S
T-SHIRTS
Quality construction. A special value so pick up several. 3-pack
5.49
Reg. 6.99

Fruit of the Loom
MEN'S
BRIEFS
Designed for extra comfort and long wear. 3-pack.
4.49
Reg. 5.49

Men's
DRESS
SOCKS
Priced to save you money. Choice of colors.
99¢
Reg. 1.49

From Shopping in America, T. Riddle, Phanat Nikhom, 1983.

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CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: CONSUMERISM AND FINANCE
CONTENT STANDARD: 39, 40, 41
SUBMITTED BY: Kritsada Boonruang
SITE: Phanat Nikhom

SHOPPING IN AMERICA

Levels: All

I. OBJECTIVES: Students will be able to read and understand the important features of advertisements in newspapers.
Students will be able to distinguish between necessities and luxury items.
Students will have a realistic understanding of the cost of living in the United States.

II. MATERIALS: Some classified ads from newspapers or catalogs, play money, drawing paper, felt pens and masking tape.
Sets of ads for basic necessities.

III. ACTIVITIES:

1. Pass out copies of the same ads and allow students to look at them for a few minutes. Allow them to talk to each other about them. For low levels, keep activity simple.

   Ask them what they think the ads are. Accept all ideas: "Yes, you're right! There are pictures of things with lots of numbers."

   Explain some of the common symbols and terms ($, ¢, 8.99, $17.95, 2 for $1, save 30%, 9^{99} (9 dollars and 99 cents).

2. Distribute sets of ads to each group. Ask what they would buy with $30. Discuss. Then ask what they would add if they had $70 more.

3. Have the groups distinguish between "Need and Want." Find the things in the ads that they need. Write them down on the left side of the paper. Things that they want will go on the right side. Allow about 15 minutes to do the assignment. When they are finished, tape their papers to the blackboard.

   Have one person from each group present their lists to the class.

4. Have students compare the U.S. prices with prices at home or in the camp.

5. Have students compare prices of different brands of articles to show different styles of living.

6. Have students discuss what they would do if their sponsor supplied them with all they need but that everything was used.

CULTURAL ORIENTATION CURRICULUM

VII. COMMUNITY AND SOCIAL SERVICES

50. Students can compare and contrast traditional support systems and American community services.

51. Students can identify common social services in the U.S.:

    - income maintenance
    - Social Security
    - employment training
    - health programs
    - care of children
    - care of the aged

52. Students can identify appropriate sources of help in the U.S.:

    - police
    - fire department
    - telephone hotline
    - mutual assistance associations
    - sponsors
    - emergency room/ambulance

53. Students can describe common American attitudes toward public assistance:

    - temporary nature
    - as a means to self-sufficiency

54. Students understand the following kinds of public assistance and where they come from:

    - cash assistance
    - food stamps
    - Medicaid

55. Students can differentiate between the following educational systems in the U.S. and describe common services found in each:

    - public and private
    - child and adult
    - academic and vocational

56. Students understand rights of U.S. citizens regarding:

    - personal safety and security rights
    - private property rights

57. Students understand reponsibilities of U.S. citizens regarding:

    - need to obtain necessary licenses
    - consequences of illegal actions
    - control of illegal substances

58. Students understand the role of police as helpers in the U.S.

59. Students can describe common forms of transportation and their costs in the U.S.

60. Students understand appropriate behavior while using public transportation.

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: COMMUNITY AND SOCIAL SERVICES
CONTENT STANDARD: 50
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

MUTUAL AID IN VILLAGE LIFE

Levels: A, B

I. **OBJECTIVE:** Students can describe traditional sources of help.

II. **BACKGROUND INFORMATION:**

A. In this lesson, the students discuss ways that they received help while living in their villages. In Laos, the students' main source of help was their families, but other sources of help were also available, such as the village headman, the shaman, and their neighbors. In this lesson the students should identify as many sources of help as they can.

B. When the students arrive in America they will be faced with many problems that they, or their families, cannot solve alone. If they realize that they have always been dependent on some form of outside help, it should aid them in seeking help in the U.S.

III. **MATERIALS:** Newsprint
Colored crayons
Magic markers

IV. **ACTIVITIES:**

1. Ask one student to come to the front of the class and draw a picture of his village on a piece of newsprint. Begin by asking the students what the most important thing in their village is. (The answer will probably be their house.) Have the student draw what the rest of the class suggests.

   Ask other questions concerning where the students may have to go outside their own families for help.

   - Where do you go if you are sick?
   - Where do you go to buy food?
   - Where do you mail a letter?
   - Where do you go if an important decision about the village is going to be made?

   Sketch all the responses. Use the drawing as a reference point for further discussion about community services. The discussion should include the following points.

   - What sorts of disputes does the village headman settle?
   - What happens if there is a fire?
   - Is there any kind of police service or security for the village?
   - What happens to thieves or murderers?
     Who decides the punishment?
   - Where do you go to borrow money?

- Are there rich people and poor people in the village?
  Do the rich help the poor?
- What happens if you do not have enough food?
- Does the government provide any services for the village?
- Is there a community "kitty" (pool of money, labor, or food)?
  If so, who decides how much each person contributes ?
  Does everyone contribute the same amount?
  What happens if someone refuses to contribute?
- What sorts of problems require a community meeting?
- Is school free?

2. Role Plays: Develop role plays based on community services provided in the village, or review typical problems for the village. Use situations the village headman might be called on to settle. Some examples are:

   - A house on fire.
   - The land is unfertile and crops cannot be grown on it anymore.
     How do you go about making the decision?
   - A new family comes to live in the village.
   - A neighboring village suffers a destructive fire.
   - A contagious disease breaks out.
   - Your pig roots up a neighbor's garden.
   - A stranger elopes with your daughter.
   - Your neighbors are always arguing.
   - Your sister-in-law is always borrowing your tools.
   - A group of boys refuse to help with chores.
   - A poor relative keeps borrowing money.
   - An elder refuses to get medical treatment.

3. Have one group present a problem to another for help.

4. Discuss what can be done in the U.S. if traditional sources of help are not nearby.

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: COMMUNITY AND SOCIAL SERVICES
CONTENT STANDARD: 60
SUBMITTED BY: Lily Ramos
SITE: Bataan

RIDING THE BUS

Levels: A, B

I. OBJECTIVE: Students understand appropriate behavior while using public transportation.

II. MATERIALS: Play money (bills and coins)
Coin box

III. ACTIVITIES:

1. Have students arrange classroom to look like the inside of a bus as shown below.

```
Driver      x               door
Coin Box      0
            x x     x x
Students    x x      x
          x x x     x x
Bell             0
Students    x x
          x x x             door
                    x x
```

Put bell on the table or devise a pull-cord.
Have students rotate as driver.

On the board, post the signs: **NO SMOKING, DO NOT TALK TO THE DRIVER, STAND BACK OF THE LINE, EXIT THROUGH THE REAR DOOR. FARE: 50¢, HAVE EXACT CHANGE READY.**

Optional: Advertisements.

2. *Role play:* Exact Change
Student without exact change enters the bus.
Gives a dollar to the driver.
Driver refuses to let him ride because he doesn't have change.
Student has to get off and get his money changed and wait for another bus.

Questions for students:

1. What happened?
2. Why did the bus driver tell him not to ride?
3. How much change should he have prepared?
4. Who is correct? The driver who wants to keep his job or the student who is going to lose his job?
5. How can the problem be solved?

3. Inappropriate Behavior.

Two students enter the bus and behave inappropriately. (e.g., talking very loud, smoking, pushing, littering.)

Questions:

1. Describe the behavior.
2. What can be the result of their behavior? (accidents, fights, etc.)
3. If you were in the bus, how would you react?
4. How could you prevent this behavior?

4. Getting Off. (Use native language if necessary.)

Five students will have tags of a street where they should get off.
Bus driver will call names of street in order that students with corresponding
tags must ring bell to have driver stop.

Teacher to check if all students with tags got off the bus or if anyone is still on the bus (lost!).

(Instead of street names, pictures of locations can be used, e. g., hospital, bank.)

Questions:

1. When should you ring the bell?
2. What should you do if you miss your stop?
3. What will you do to get to your destination?

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: COMMUNITY AND SOCIAL SERVICES
CONTENT STANDARD: 59, 60
SUBMITTED BY: CO Staff
SITE: Galang

TRANSPORTATION

I. OBJECTIVES:

- Students can describe forms of transportation and their costs in the U.S.
- Students demonstrate appropriate behavior while using public transportation (in a simulation).

II. BACKGROUND INFORMATION:

A. The United States is a large country with many cities, towns, and communities connected by a vast system of roadways, railways, and air routes. Within specific areas, there are local systems of transportation. People in the U.S. travel by using either privately-owned or publicly-owned means of transportation. There are certain responsibilities, regulations, and expenses associated with each form of transportation.

B. Types of Transportation. (See CAL monograph, COMMUNICATION AND TRANSPORTATION, for detailed information on types of transportation.)

1. *Walking:* Pedestrians should cross streets only at corners or crosswalks. Pedestrians must obey traffic lights. There are often WALK and DON'T WALK signals next to traffic lights. It's against the law to cross the street when the DON'T WALK signal is lit.

2. *Bicycles:* A lock is very important to avoid theft. Some towns have special bicycle lanes on the streets. Bicycle riders must obey traffic regulations.

3. Private Cars: Maintenance, insurance, gas, and parking fees make owning and driving a car very expensive.

4. *Motorcycles:* Less expensive than cars. Many states require riders to wear safety helmets.

5. *Taxis:* Relatively expensive. People often call ahead to reserve a taxi. Taxis can also be signalled by hand on a city street.

6. *Public Bus:* The bus is the most common form of transportation in cities. Every bus company has a different set of procedures. Buses are relatively inexpensive. Some bus companies offer monthly passes. Monthly passes are cards, paid for in advance, that allow the holder to travel on any bus within the system anytime during the month, without paying at the time of the ride. The pass must be shown to the driver each time the card holder rides the bus. Monthly passes can help frequent bus riders save money.

7. *Subway:* Subways are local, underground railway systems.

8. *Long Distance Bus Service:* Buses tend to be less expensive than trains and much cheaper than planes. They usually operate at all hours of the day, every day of the year. Tickets can be purchased at the bus station. Buses are boarded at the bus station, not along the street.

9. *Long Distance Rail Service:* Trains are similar in cost to long distance buses. Service is often less frequent than bus service. Tickets can be purchased at travel agencies or railway stations. Trains can only be boarded at railway stations.

10. *Airplane Service:* Air travel is relatively expensive. Special fares are available depending on the season, destination, time of day, etc. There are frequent flights to popular destinations. Flights operate at all hours of the day, every day of the year. Sometimes it is necessary to take a connecting flight, rather than a direct flight from one city to another. Tickets can be purchased at travel agencies, airline offices or at the airport. Reservations can be made by telephone. It's important to come to the airport ahead of time to "check-in."

C. Bus Etiquette: In addition to bus rules (no smoking, etc.) there are certain courtesies associated with using public transportation.

1. In general, one person sits in each seat on a bus. People start sitting next to other people only when there are no empty seats left.

2. When signalling to get off the bus, it is only necessary to pull the cord or push the strip *once.* If someone else has already signalled the driver to stop at the place you want to go, there is no need to signal again.

3. If you signal the driver to stop, and then realize that you've made a mistake, it is polite to tell the driver that you made a mistake and that you don't need the bus to stop there. If you sit silently, the bus driver may be annoyed that someone signalled the bus to stop, and then didn't get off.

III. MATERIALS: Some of these materials can be obtained commercially; others can be designed by the teacher or by higher level students. Making them can be part of the learning experience.

- Poster: Map of Indochina
- Poster: Map of U.S.A.
- Visuals of different means of transportation
- Signals for public bus (NO SMOKING, etc.)
- Fare boxes
- Bus steering wheels
- Funny money (bills and coins)
- Sequencing card game (pictures: riding the bus)
- Poster: Bus route for Hill Street/Main Street (with attached bus schedule for levels A/B), or some other route devised by teacher.
- Poster: Bus route for Washington/Nicollet
- Flipcharts: Bus schedules (east to west and west to east) for Washington/Nicollet Route)
- Flipcharts: airline flight schedule. (Secure or devise one.)
- Handouts (See attached)
- Bus transfer

IV. ACTIVITIES:

Activity One: Types of Transportation Levels: All

Objective: Students can compare various types of transportation in their native country with forms of local transportation, and their relative costs, in the U.S.

Steps:

1. Put the map of Indochina on the board. Ask two students to come up and point to their home towns. Ask how they travelled around their towns. How did they get to the market, to school, or to the doctor. Were there any special rules for riding a bus or tricycle, or for driving a car? Did they need lessons? What side of the street did they use?
2. After discussing local transportation in Southeast Asia, ask students how they would travel if they wanted to visit another person in their hometown? Which way is the fastest? Which way is the cheapest?
3. Put the poster of the U.S. on the board. Ask two other students to come up and point to the cities in which they will resettle. (Try to choose students who will go to cities which are not in the same state!) How do they imagine they will get around their new city? How do they think they could visit each other in different states? List responses on the board. Encourage the class to add any other ideas.
4. Distribute visuals of different means of local transportation. Long distance travel will be discussed later. Ask individual students (or small groups) to tell the class all they know about the type of transportation in the visual. Add any important information that is missing.

Activity Two: Bus Simulation Levels: All

Objective: Students can demonstrate appropriate behavior while using public transportation in a simulation.

Steps:

1. Ask a group of students to role play riding a city bus in their native country. The translator should be prepared to help students arrange the situation. The role play might include: people waiting for the bus, entering, paying, and signalling to get on and off the bus.
2. After the role play, lead a discussion about what happened. Review each step.
3. Discuss general procedures for riding a city bus in the U.S. Every city is different and has a different set of procedures. These are general guidelines we can offer. Ask the students how they will find out what the proper procedure is for riding a bus in their new locations. (Observation, asking questions) Be sure to include information about transfers, exact change, and monthly passes.
4. Arrange the classroom for a simulation of a city bus in the U.S. (NO SMOKING signs, etc.) The translator can ask one student to light a cigarette while on the bus, another to pretend to spit, and other inappropriate behavior. The teacher plays the role of the bus driver who insists on exact change, gives out and collects transfers, and listens to the signals.
5. After the role play, review each step of the simulation with the students. Include a discussion of courtesy related to using public transportation.

Activity Three: **Reading a Bus Schedule I** Levels: A, B

Objective: Students can demonstrate the use of transit schedules by determining the time and location to take a bus from one specified place to another, using a schedule. Teacher should provide a simple map and bus schedule, such as is referred to in the following activity.

Steps:

1. Introduce bus schedules by asking these questions: How do you know what bus to take? How do you know where it stops? How do you know what time the bus will leave? How do you know how much money to pay? (Answer: by reading a bus schedule or by calling the bus company.)
2. Put the map of Hill Street/Main Street on the board. Ask one student to come up to the board and find NORTH, SOUTH, EAST, WEST. Ask another student to locate a specific street on the map. With a pointer, the student follows the street EAST, etc. Ask another student to locate another street specified by the teacher. The student follows instructions, using a pointer, such as: "Go west on __________ street."
3. Explain that traffic in the U.S. moves on the right side of the street. To take the bus going east, you must wait on the southwest corner of the Main and High Street intersection. Ask a student to point to the spot on the map where he or she should wait.
4. Explain the bus schedule at the bottom of the map. Concentrate only on the *west to east* schedule. Ask the class: "What time does the first bus leave going from west to east?" (5:15 AM) Ask one student to go to the map and point to the first bus stop after Main Street and High Street. (Main and "D") Ask the student to point to the box on the schedule that tells what time the bus arrives at that stop. (6:25) Continue in this manner until all students understand the process of reading a bus schedule.
5. Divide the students into small groups. Then give the following situations and have the groups decide which bus to take in each situation. Have one representative from each group write the correct bus time and direction on the board. Change the representative for each situation so that everyone has a chance to participate.

   Situation 1: You live in the apartment on High Street. You have an appointment at the clinic on "E" Street at 8:00 AM. What time do you have to be at the bus stop on Main and High Street in order to be on time? (Answer: 7:00 AM)

   Situation 2: You have an appointment at the State Employment Agency at 9:00 AM. What time do you have to be at the bus stop at Main and High Street? (Answer: 8:30 AM)

   Situation 3: You are going to meet a friend at the post office at 8:30 AM. What time do you have to get the bus in order to be on time? (Answer: 7:50 AM)

6. Repeat the explanation of the bus schedule for *east to west* travel. Give the following situations for the groups to solve:

   Situation 1: You are shopping at the 24-hour supermarket on "E" street. Your sponsor is coming to your house at 9:30 AM. What time do you have to get the bus in order to be home on time? (Answer: 8:50 AM)

   Situation 2: You know that it takes 10 minutes to walk from your apartment on High Street to the bus stop. What time must you leave your house to get the bus at 7:50 AM? (Answer: 7:40 AM)

   Situation 3: You are at the supermarket and are going to meet your friend at Main and "D" Street at 9:45 AM. What time should you get the bus? (Answer: 8:50 AM)

Activity Four: **Reading A Bus Schedule II** Levels: C, D, E

Objective: Students can demonstrate the use of transit schedules by determining the time and location to take a bus from one specified place to another, using a schedule.

Steps:

1. Put the map of the bus route on the board and review the directions (north, south, east, west). Make use of a local bus map or devise one.

2. Distribute handouts of bus schedules such as Attachments 1, 2, 3. Explain the bus schedule by referring to the flipchart of bus schedules. Ask specific questions to check for comprehension: What time does the first bus leave Pine and Elm in the morning? (6:45) What time does the bus arrive at Central Hospital? (7:05)

3. Continue in this manner until all students understand the process of reading the bus schedule. The students should refer to their handouts to see that they are an extension of the flipchart schedule.

4. Divide the class into groups of 5 or 6. Read the following situations and have the groups decide what time to take the bus in each situation. Have one representative from each group write the correct bus time on the board. The representative who writes on the board should change each time so that everyone has a chance to participate.

   Situation 1: You live at Pine and Elm Streets. You have an appointment at Central Hospital at 9:00 AM. What time do you get the bus to arrive at the hospital clinic on time? (8:15)

   Situation 2: You are going to meet your friend at the Clinic Center at 10:00. What time do you have to get the bus so that you will not be late? (9:45) Begin at Pine and Elm.

   Situation 3: You have a job interview at Cine City at 11:00. What time do you have to get the bus in order to be on time for your appointment? (9:45)

   Situation 4: You just finished eating lunch at your friend's house. He lives at the corner of Anie Avenue and Highway 12. You take the next bus in order to arrive at Pine and Lake before your dentist appointment at 4:00. What time did you get the bus? (2:52)

Situation 5: You live near the movie theater. The phone rings. It is a friend who wants you to meet her at 6:30 for dinner at a new restaurant on the corner of Washington and Broadway. What route will you take? What time will you get the bus? (Highway 12 and Penn 5:05; arrive 4th & Washington 5:27; transfer to #8 North on Washington Street 5:32; arrive Broadway 6:22)

5. Distribute a typical city bus schedule. Different sets of schedules are discussed: weekdays, Saturdays, Sundays and holidays. Choose a street, and ask:

   "How much is a one-day fare?" (50¢)
   "What time does the first bus leave on weekdays?" (6:10 AM)
   "What time does the first bus leave on Saturdays?" (7:10 AM)
   "What time does the first bus leave on Sundays?" (8:10 AM)
   "What does this tell you about American habits?" (They get up later on weekends and holidays.)

   The group of students then makes up situations using the bus schedule. One group gives a situation to another group. The second group must decide which bus to take in order to be on time.

Activity Five: Long Distance Travel Levels: All

Objective: Students can describe forms of long distance travel, and their relative costs, in the U.S.

Steps:

1. Distribute visuals of different means of transportation. Ask individual students (or small groups) to tell the class all they know about the types of transportation in the visuals. Add any important information that is missing.

Activity Six: Reading an Airport Flight Schedule Levels: C, D, E

Objective: Students can demonstrate the ability to understand an airport flight schedule by answering questions about a flight schedule.

Steps:

1. Put the flipchart of the airport flight schedule on the board. Ask the students several questions about the chart. What flight number do you take to (city)? What gate do you go to? What time does the flight leave?

2. Divide the class into teams. Read the following situations and give a point to the first team that answers correctly.

   Situation 1: You made a reservation on a flight to New York. If you are told to arrive at the airport 1½ hours before flight time, what time should you get to the airport?

   Situation 2: Your friend is arriving from California. What time will she arrive? At what gate will you meet her?

   Situation 3: It was just announced that Flight 501 will be 2 hours and 15 minutes late. What is the new time of arrival?

   Situation 4: You want to go to Boston. What is your flight number? At what gate will you wait?

V. MINIMAL ESL:

bus
train
subway
car
taxi
airplane
motorcycle
bicycle
bus stop

transfer
exact change
WALK
DON'T WALK
NO SMOKING
NO EATING
NO DRINKING
NO LITTERING
NO SPITTING

VI. ADDITIONAL RESOURCES:

- CAL Monograph, COMMUNICATION AND TRANSPORTATION (Revised Version)
- "California Driver Manual" (English and Vietnamese versions)
- "Of Cars, Trucks, and Other Things That Move on the Road" (Iowa Driver Manual).

ATTACHMENT 1

WASHINGTON – NICOLLET BUS ROUTE

WEST TO EAST

Cine City	Anie Ave	Hwy 12 & Penn	Penn & Nicollet	Penn & 4th	4th Washgtn	Central Hospital	Pine & Lake	Pine & Elm
AM	AM	AM	AM	AM	AM	AM	AM	AM
7:15	7:22	7:35	7:40	7:43	7:47	7:55	8:10	8:20
7:45	7:52	8:05	8:10	8:13	8:17	8:25	8:40	8:50
8:15	8:22	8:35	8:40	8:43	8:47	8:55	9:10	9:20
8:45	8:52	9:05	9:10	9:13	9:17	9:25	9:40	9:50
9:15	9:22	9:35	9:40	9:43	9:47	9:55	10:10	10:20
9:45	9:52	10:05	10:10	10:13	10:17	10:25	10:40	10:50
10:15	10:22	10:35	10:40	10:43	10:47	10:55	11:10	11:20
10:45	10:52	11:05	11:10	11:13	11:17	11:25	11:40	11:50
11:15	11:22	11:35	11:40	11:43	11:47	11:55	12:10	12:20
11:45	11:52	12:05	12:10	12:13	12:17	12:25	12:40	12:50
12:15	12:22	12:35	12:40	12:43	12:47	12:55	1:10	1:20
PM	PM	PM	PM	PM	PM	PM	PM	PM
12:45	12:52	1:05	1:10	1:13	1:17	1:25	1:40	1:50
1:15	1:22	1:35	1:40	1:43	1:47	1:55	2:10	2:20
1:45	1:52	2:05	2:10	2:13	2:17	2:25	2:40	2:50
2:15	2:22	2:35	2:40	2:43	2:47	2:55	3:10	3:20
2:45	2:52	3:05	3:10	3:13	3:17	3:25	3:40	3:50
3:15	3:22	3:35	3:40	3:43	3:47	3:55	4:10	4:20
3:45	3:52	4:05	4:10	4:13	4:17	4:25	4:40	4:50
4:15	4:22	4:35	4:40	4:43	4:47	4:55	5:10	5:20
4:45	4:52	5:05	5:10	5:13	5:17	5:25	5:40	5:50
5:15	5:22	5:35	5:40	5:43	5:47	5:55	6:10	6:20
5:45	5:52	6:05	6:10	6:13	6:17	6:25	6:40	6:50
6:15	6:22	6:35	6:40	6:43	6:47	6:55	7:10	7:20
6:45	6:52	7:05	7:10	7:13	7:17	7:25	7:40	7:50
7:15	7:22	7:35	7:40	7:43	7:47	7:55	8:10	8:20
7:45	7:52	8:05	8:10	8:13	8:17	8:25	8:40	8:50
8:15	8:22	8:35	8:40	8:43	8:47	8:55	9:10	9:20
8:45	8:52	9:05	9:10	9:13	9:17	9:25	9:40	9:50
9:15	9:22	9:35	9:40	9:43	9:47	9:55	10:10	10:20
9:45	9:52	10:05	10:10	10:13	10:17	10:25	10:40	10:50
10:15	10:22	10:35	10:40	10:43	10:47	10:55	11:10	11:20
10:45	10:52	11:05	11:10	11:13	11:17	11:25	11:40	11:50

ROUTE 3A HIGHWAY 12/PINE BOULEVARD
MONDAY – FRIDAY SCHEDULE

ATTACHMENT 2

WASHINGTON – NICOLLET BUS ROUTE

EAST TO WEST

Pine & Elm	Pine & Lake	Central Hospital	4th Washgtn	Penn & 4th	Penn & Nicollet	Hwy 12 & Penn	Anie Ave	Cine City
AM	AM	AM	AM	AM	AM	AM	AM	AM
7:15	7:22	7:35	7:40	7:43	7:47	7:55	8:10	8:20
7:45	7:52	8:05	8:10	8:13	8:17	8:25	8:40	8:50
8:15	8:22	8:35	8:40	8:43	8:47	8:55	9:10	9:20
8:45	8:52	9:05	9:10	9:13	9:17	9:25	9:40	9:50
9:15	9:22	9:35	9:40	9:43	9:47	9:55	10:10	10:20
9:45	9:52	10:05	10:10	10:13	10:17	10:25	10:40	10:50
10:15	10:22	10:35	10:40	10:43	10:47	10:55	11:10	11:20
10:45	10:52	11:05	11:10	11:13	11:17	11:25	11:40	11:50
11:15	11:22	11:35	11:40	11:43	11:47	11:55	12:10	12:20
11:45	11:52	12:05	12:10	12:13	12:17	12:25	12:40	12:50
12:15	12:22	12:35	12:40	12:43	12:47	12:55	1:10	1:20
PM	PM	PM	PM	PM	PM	PM	PM	PM
12:45	12:52	1:05	1:10	1:13	1:17	1:25	1:40	1:50
1:15	1:22	1:35	1:40	1:43	1:47	1:55	2:10	2:20
1:45	1:52	2:05	2:10	2:13	2:17	2:25	2:40	2:50
2:15	2:22	2:35	2:40	2:43	2:47	2:55	3:10	3:20
2:45	2:52	3:05	3:10	3:13	3:17	3:25	3:40	3:50
3:15	3:22	3:35	3:40	3:43	3:47	3:55	4:10	4:20
3:45	3:52	4:05	4:10	4:13	4:17	4:25	4:40	4:50
4:15	4:22	4:35	4:40	4:43	4:47	4:55	5:10	5:20
4:45	4:52	5:05	5:10	5:13	5:17	5:25	5:40	5:50
5:15	5:22	5:35	5:40	5:43	5:47	5:55	6:10	6:20
5:45	5:52	6:05	6:10	6:13	6:17	6:25	6:40	6:50
6:15	6:22	6:35	6:40	6:43	6:47	6:55	7:10	7:20
6:45	6:52	7:05	7:10	7:13	7:17	7:25	7:40	7:50
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9:15	9:22	9:35	9:40	9:43	9:47	9:55	10:10	10:20
9:45	9:55	10:05	10:10	10:13	10:17	10:25	10:40	10:50
10:15	10:22	10:35	10:40	10:43	10:47	10:55	11:10	11:20
10:45	10:52	11:05	11:10	11:13	11:17	11:25	11:40	11:50
11:15								

ROUTED 3A PINE BOULEVARD/HIGHWAY 12
MONDAY – FRIDAY SCHEDULE

ATTACHMENT 3

WASHINGTON – NICOLLET BUS ROUTE

SOUTH TO NORTH

California	Utah	Lake	Texas	Fourth	Nicollet	New York	Florida	Broadway
AM	AM	AM	AM	AM	AM	AM	AM	AM
5:50	5:57	6:06	6:12	6:22	6:34	6:47	7:00	7:12
6:00	6:07	6:16	6:22	6:32	6:44	6:57	7:10	7:22
6:10	6:17	6:26	6:32	6:42	6:54	7:07	7:20	7:32
6:20	6:27	6:36	6:42	6:52	7:04	7:17	7:30	7:42
6:30	6:37	6:46	6:52	7:02	7:14	7:27	7:40	7:52
6:40	6:47	6.56	7:02	7:12	7:24	7:37	7:50	8:02
6:50	6:57	7:06	7:12	7:22	7:34	7:47	8:00	8:12
7:00	7:07	7:16	7:22	7:32	7:44	7:57	8:10	8:22
8:00	8:07	8:16	8:22	8:32	8:44	8:57	9:10	9:22
8:20	8:27	8:36	8:42	8:52	9:04	9:17	9:30	9:42
8:40	8:47	8:56	9:02	9:12	9:24	9:37	9:50	10:02
9:00	9:07	9:16	9:22	9:32	9:44	9:57	10:10	10:22
10:00	10:07	10:16	10:22	10:32	10:44	10:57	11:10	11:22
10:20	10:27	10:36	10:42	10:52	11:04	11:17	11:30	11:42
10:40	10:47	10:56	11:02	11:12	11:24	11:37	11:50	12:02
11:00	11:07	11:16	11:22	11:32	11:44	11:57	12:10	12:22
PM	PM	PM	PM	PM	PM	PM	PM	PM
12:20	12:27	12:36	12:42	12:52	1:04	1:17	1:30	1:42
12:40	12:47	12:56	1:12	1:12	1:24	1:37	1:50	2:02
1:00	1:07	1:16	1:32	1:32	1:44	1:57	2:10	2:22
2:00	2:07	2:16	2:32	2:32	2:44	2:57	3:10	3:22
2:20	2:27	2:36	2:52	2:52	3:04	3:17	3:30	3:42
2:40	2:47	2:56	3:12	3:12	3:24	3:27	3:50	4:02
3:00	3:07	3:16	3:32	3:32	3:44	3:57	4:10	4:12
5:00	5:07	5:16	5:22	5:32	5:44	5:57	6:10	6:22
5:10	5:17	5:26	5:32	5:42	5:54	6:07	6:20	6:32
5:20	5:27	5:26	5:42	5:52	6:04	6:17	6:30	6:42
5:30	5:37	5:46	5:52	6:02	6:14	6:27	6:40	6:52
10:00	10:07	10:16	10:22	10:32	10:44	10:57	11:10	11:22
10:30	10:37	10:46	10:52	11:02	11:14	11:27	11:40	11:52
11:00	11:07	11:16	11:22	11:32	11:44	11:57	12:10	12:22
11:30	11:37	11:46	11:52	12:02	12:14	12:27	12:40	12:52
12:00	12:07	12:16	12:22	12:32	12:44	12:57	1:10	1:20

ROUTE 8 WASHINGTON AVENUE — MONDAY — FRIDAY SCHEDULE

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: COMMUNITY AND SOCIAL SERVICES
CONTENT STANDARD: 57
SUBMITTED BY: Carol Bracy
SITE: Phanat Nikhom

LEGAL AND ILLEGAL ACTIVITIES

Levels: All

I. **OBJECTIVES:** Students will be able to list various legal and illegal activities. Students will be able to determine the seriousness of different illegal activities.

II. **BACKGROUND INFORMATION:**

A. In the United States, every state is allowed to make its own laws. However, there are certain laws that are the same in almost every state. All states must abide by certain Federal laws.

B. Some refugees believe that America is the land "where everything is against the law."

III. **MATERIALS:** 4 large sheets of newsprint
Marking pens

IV. **ACTIVITIES:**

1. Tape 4 large pieces of newsprint to the front board. Label each with a title and picture as the following:

"Very, very bad" . . . . (draw a man in jail)
"Bad" . . . (draw a man in jail, print the word "or", draw $$$$)
"Bad, but not so bad" . . . . (Draw $$$$)
"OK" . . . . (Draw a face with a smile)

A. Divide the students into groups. Ask each group to think of 5 activities which are illegal in their home country. Have the students role play (or draw) each activity. After each group finishes its role play, ask the class . . . "How do you suppose Americans would think of this? Is it very, very bad; bad, but not so bad or "ok"? A rather lively discussion should ensue as students argue with each other about how "bad" the activity is. Encourage this discussion. Then write the activity on the correct sheet of paper. (Draw a picture next to each activity.) Continue until every group has finished its presentation. The teacher and aide should be prepared to present those illegal activities which they consider important, but which weren't presented by the students.

B. The teacher and aide (or selected students) can role play all of the activities. Proceed as before, asking students to evaluate the seriousness of the activities. One possibility is to have students vote on which category they think the activity fits into. Give points for those who guess correctly, and give a prize (fruit) to the winner.

C. A variation of "A" or "B" is the use of hand puppets or drawings. As before, encourage a lively discussion about the seriousness of each activity. Ask, "Why do you think it is illegal to throw paper out of the window?" etc. "What do you think of this law?" Puppets or role plays can be done in an over-dramatic or humorous way to encourage laughter and relieve tensions which could otherwise build over such serious subject matter. Challenge the students to think about the laws for themselves and not just be passive.

2. Try to include in your list of legal and illegal activities those things which differ in Southeast Asia and the United States (or which are considered more serious in one place than another). The following is a suggested list:

"Very, very bad"

Illegal drugs
Most concealed or unlicensed weapons
Murder
Kidnapping
Arson
Bribery of a public official
Stealing a car

"Bad"

Shoplifting (How valuable was the item?)
Assault; example, hitting during a domestic quarrel. (How serious was the injury?)
Buying liquor for a person under age
Public nuisance type crimes (Drunk and disorderly in public, indecent exposure, etc.)

Note: Make these simple for the students. The remarks in parentheses are for teacher guidelines.

"Bad, but not so bad"

breaking most traffic laws
jaywalking (You must cross at street corners or in crosswalks.)
littering (throwing trash in the street)
smoking in "no smoking" areas (signs will be posted)

Note: States such as California tend to be very strict in giving tickets for these things. Other states might be less strict.

"OK"

Playing cards (without gambling)
Smoking
Drinking Alcohol
Etc.

Show through role play or drawings that certain activities can change categories depending on what else is done.

Example 1: It is "ok" to drink alcohol if you are of legal age.
It is "ok" to be drunk at home.
It is "bad" to drink and drive.
It is "very, very bad" to be drunk, have a car accident, and hurt someone.

Example 2: It is "bad" to steal a dress from a store.
It is "very, very bad" to steal $5.00 from a person at gunpoint.
It is "very, very bad" to steal a car.

3. Based on the level of your students, you may want to relate the following vocabulary:

   An "illegal activity" is a "crime."
   "Very, very bad" activity is a "felony."
   A "bad" activity is a "misdemeanor."
   A "bad, but not so bad" activity is an "infraction."
   "OK" is just "OK."

4. Based on your knowledge of your class, you may want to present a special role play on the subject of bribery. It is an area in which some Southeast Asian refugees have experienced problems.

   Explain that bribery of a public official (police, safety inspector) is considered a very serious crime in the United States. (They will invariably hear stories of successful bribes, but this is *not* an accepted activity.) The following serves as an example of the confusion that some Vietnamese refugees experienced in California: In the United States, a person has the right to "post bail" after he is charged with a crime, but before the trial. This is money that he gives the court with his promise to return to trial. Some Vietnamese people in California thought that they were paying bribes to the judge. When they didn't return for trial, they were arrested again. The court kept their bail money. Their only defense was, "We didn't go back to trial because we thought that we had bribed the judge." Not so good! ! !

   Note: Again, this concept of "bail" vis a vis "bribery" might only be understood by the highest level students.

5. Ask the students to discuss their feelings. "What do you think of these laws?" "Who has more laws: the U.S. or their home country?" "Is America still 'the land of freedom'?" (Chances are good that they will be afraid they are going to accidentally break the law in America.) Redirect the students' attention to the charts of crimes. Ask, "Which of these things are illegal in your home country?" Most that are illegal in the U.S., but legal in their home countries will be found on the "Bad, but not so bad" chart. (Things like murder are illegal in both countries and can't be committed accidentally.)

   Look at the "Bad, but not so bad" chart.

   a. Ask, "What is the punishment for breaking these laws?" (The "bad," but not so "bad" activities.) They will see by your picture that it is only a fine; not jail.
   b. Ask, "How do you think Americans feel about . . . (traffic violators)?" "Do you think that Americans break these laws too?" They should begin to realize that they will not be thought of as "bad people" for breaking these particular laws.

c. "Is it polite to . . . (throw trash out the car window) in your new country?" Most of these laws are rules of courtesy and politeness.
d. "Who gives the tickets for these activities?" These laws are written on paper and are very formal. It is people who enforce the laws, and they will probably understand if something was an accident.

Try to end the class on a positive note. Explain that after they are living in America for awhile, they will find that people don't think that much about laws in their daily lives. (Exception: traffic laws) Serious crimes are also serious in other countries. They needn't worry too much about the minor violations.

CULTURAL ORIENTATION CURRICULUM

VIII. HEALTH AND SANITATION

61. Students can describe different medical facilities in the U.S.:
    - hospitals
    - clinics
    - private doctors

62. Students understand various payment procedures for medical services in the U.S.:
    - cash
    - Medicaid
    - health insurance

63. Students can describe common prenatal and infant care practices in the U.S.

64. Students can describe appropriate methods for obtaining and using prescription and non-prescription medicines.

65. Students can identify when and when not to call for medical assistance.

66. Students can describe some preventive health measures:
    - physical and dental check-ups
    - good nutrition
    - exercise
    - appropriate clothing for different weather conditions

67. Students can describe the causes, signs, and effects of stress and identify support systems.

68. Students can identify the following issues relating to family planning:
    - attitudes towards family size
    - financial concerns
    - working parents
    - birth control

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: HEALTH AND SANITATION
CONTENT STANDARD: 66, 23
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

HEALTH AND HYGIENE

Levels: A, B

I. **OBJECTIVE:** Given common daily hygiene aids, students can demonstrate and explain their uses.

II. **MATERIALS:** Common hygiene aids such as:

- a bar of soap
- a toothbrush
- toothpaste
- shampoo
- a sponge
- dishwashing pads
- a mop
- a can or bottle of cleanser
- plastic trash bags
- plastic food wrap
- window cleaner
- hairbrush (comb)
- a roll of toilet paper
- a broom

Cardboard signs printed with:

HOME, BODY, FOOD, KITCHEN, LIVING ROOM
DINING ROOM, BATHROOM, ALWAYS SAFE,
SOMETIMES UNSAFE.

A green sign "GO"
A red sign "STOP"

III. **ACTIVITIES:**

1. Have students come up one at a time to a table with all the materials laid out on it. Each student should select one item that is familiar and explain its use. Student then places the item in one of three categories:

   a. keeping the body clean
   b. keeping food clean
   c. keeping surroundings (home) clean.

   After all items are explained and categorized under HOME, BODY, FOOD, ask the students who have not yet participated, one at a time, to change items from one category to another if they think any items have been misplaced.

2. Demonstration. Divide students into groups. Distribute the materials equally among the groups. The task for each group is to prepare a demonstration or role play of the use of each item they have been given. It is not enough for them to explain how it is used. They should also explain *where* the item is used, *how often* it should be used and *why* it should be used.

Students should discuss and plan their group's presentation to the class. Teacher should give answers or make suggestions only if requested to do so. After each item has been demonstrated and explained by group A, group B can add information about the item and its uses.

3. Place the following signs around the room: KITCHEN, BATHROOM, LIVING ROOM, BEDROOM, DINING ROOM. Distribute items again among the groups. Each student with an item should place it under the room where the items can be used. Ask, "Where in the room can the item be used?" When all the items have been placed under the room signs, give the students who have not participated a chance to change any item from one room to another. If students change the place of an item, they should explain why. Students place each item under a sign and explain the reason(s) for their choice.

4. Collect all items. Re-distribute them to the groups. Take down the old signs. Place two signs ALWAYS SAFE/SOMETIMES UNSAFE at opposite sides of the classroom. Follow the procedure for Activity 3. Students place each item under a sign and explain the reasons for their choice.

5. Game. Divide learners into groups. Give each group a green GO sign and a red STOP sign. If the following activities are hygienic/clean, students should hold up a green GO sign. If unhygienic/dirty, they should hold up a red STOP sign. The teacher can make up other examples to add to this list.

   - Eating with your hands.
   - Using another person's glass to drink water.
   - Drinking water from a lake or stream.
   - Spitting on the street.
   - Storing strong cleanser under the kitchen sink.
   - Washing the dishes with soap and water.
   - Using cleanser to wash your hands.
   - Washing hands after using the toilet.
   - Wrapping left-over food in plastic and putting it in the refrigerator.
   - Mopping the kitchen floor once a week.
   - Using a plastic liner for the garbage can.
   - Allowing the baby to walk around with no diaper.
   - Washing a cut with water only and then putting a bandaid on it.
   - Throwing trash in the yard.
   - Leaving left-over meat and vegetables in the cupboard overnight.
   - Using laundry detergent for the baby's bath.
   - Letting the baby wear the same diaper all day.

6. Have groups prepare situations on health in camp and test each other on topics such as:

   - Safe drinking water
   - Intestinal parasites
   - Skin infections
   - Food spoilage

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: HEALTH AND SANITATION
CONTENT STANDARD: 61, 65, 66
SUBMITTED BY: Thelma Laquintan
SITE. Bataan

MEDICAL SERVICES IN AMERICA

Levels: All

I. **OBJECTIVES:** Students will be able to identify five places to go to when they are sick in America. Students will understand when to see a doctor in America. Students will know the steps in visiting a doctor in America.

II. **BACKGROUND INFORMATION:**

A. Americans are health-conscious people. They believe that a strong nation is built by strong and healthy people.

B. Americans feel it is a personal responsibility to keep healthy. They are not superstitious about what makes a person sick.

C. In America, people visit the doctor on a regular basis for a physical check-up to safeguard their health.

D. Because medical service is expensive in the U.S., Americans buy medical insurance to pay for medical services.

Questions:

In your country to what do you attribute sickness? to spirits?

In your country do you ever go for a regular physical check-up?

III. **MATERIALS:** Slides or pictures of hospitals, clinics, a visit to the doctor in America which includes payment of services.
A typical patient's gown.
Posters on the steps or procedures in visiting a doctor in America.

IV. **ACTIVITY:**

1. Distribute felt pens and paper. Have students divide into groups to answer these questions on maintaining good health.
   - Why should you keep yourself healthy?
   - How can you keep yourself healthy?
   - What do you do in camp when you are sick?
   - Do you always see the doctor?
   - When should you see the doctor?
   - In your country where do you go to see a doctor?
2. *Show visuals:* Medical Facilities in America
3. *Role play:* Play out the steps in visiting the doctor in the students' country

4. *Show visuals:* A Visit to the Doctor in the U.S.
   Ask the following questions:
   - What differences do you see between the U.S. and your homeland?
   - What are the consequences if someone breaks an appointment with the doctor?
   - Does a patient wear a gown for physical examination?

   Teacher shows gown to class.

5. Practice: Posters of steps in visiting a doctor. Put posters around in random order. Have different students place posters in correct order.

6. Discuss with students the ways of paying for medical services. First ask:
   - How did you pay for medical services in your native country?
   - How did you pay for traditional medicines?

7. Show posters depicting different ways to pay for services in America.
   Review forms of payment.
   For upper levels discuss various forms of medical insurance and costs.
   1. Medicaid
   2. Insurance at work
   3. Private policy
   4. Public health services

TOPIC AREA: HEALTH AND SANITATION
CONTENT STANDARD: 67
SUBMITTED BY: Thomas Riddle
SITE: Phanat Nikhom

ADJUSTMENT TO AMERICAN LIFE

Levels: C, D, E

I. **OBJECTIVE:** Students will be able to identify some problems that refugees face in America and ways to solve them.

II. **MATERIALS:** Sheets of newsprint, felt pens
Letters #1, #2 (Attachments 1 and 2)

III. **ACTIVITIES:**

1. Ask the students if they are happy in the camp. (Will they be happy in America? What will make them happy in America?) Pass out newsprint and felt pens. Ask students to write down what will make them happy in America. Encourage discussion.

2. Pass out the first letter and read it to the students or together with the students.

   — Should he be happy?
   — Does he have many of the things that you said will make you happy?
   — Why isn't he still happy?
   — Can we think of some things we can tell him that may make him happier?

   The teacher may give some of his or her own advice to stimulate the students. For example, "Find an American friend," etc.

   Pass out the second letter.

   — How does he feel now?
   — What has changed?

   The teacher should point out:

   — Now he has accepted that he cannot change *America;* rather *he* can change.
   — He is beginning to accept rather than to judge
   — He has a positive plan.
   — He wants to keep a part of his own culture and has realistic hopes for the future.

   Where can you go to meet members of your own ethnic group in America?

   Who can help you understand the American way of life?

ATTACHMENT I

Letter #1

St. Louis, MO
January 2, 1982

Dear Bun,

In your last letter you asked me how I had spent Christmas in Saint Louis. You cannot imagine my sadness at that time, but if you understood me and what is around me you would not be surprised at what I am saying.

I have been here for 3 months. The most lasting impression that the U.S. has given me is cold; it is not just the climate, but the people also. They seem quite different from those who were in Thailand's refugee camps — as you know, most of them were so likeable, kind hearted, and smiling. I wonder if the difference is caused by the influence of the different countries on them.

You must know that in America time is money, so they don't want to waste their time to talk or play with you and thus waste their money. They don't care for you — it seems to me that there is a curtain between me and them. It is not easy for me to make friends with them.

I don't like the American life at all — it is too intense. And you know I like the working days more than the holidays, not so that I can get more money, but being busier I can't think so much and go crazy. I feel very lonely. Until now, I haven't met any Cambodians in the town where I am living. I'm hoping so much to at least meet one — that would relieve my loneliness and my longing for home.

In Thailand, I did not think that I would be so lost when I got here. How childish I was! I thought that the U.S. was heaven. Alas, my beautiful dreams of my new life in the U.S. were buried on my first day in this country. My happiness disappeared in its cold air, under its snow, in its masses of people.

Christmas is a big day for Americans, but not for me. I am neither Protestant nor Catholic. Church does not interest me. The celebrations in every house made me more sad — I thought of my family missing in Cambodia, my friends and the wonderful time we spent together.

At least, the U.S. gave me freedom, but can it also give me the happiness? How can I get it? How can I find myself?

I'll tell you more about what happens to me in my next letter...

ATTACHMENT 2

Letter #2

March 1, 1982

Dear Friend,

I am making an attempt to change my point of view toward the U.S., the place where I am living, the time I am spending, and who and what I am meeting.

Last month I met some Vietnamese refugees and one Chinese family; they had settled in St. Louis before me. I now know that there are many Asian refugees in Missouri, but I didn't learn that until recently. Now I feel less depressed. I've made some new friends who are American, Chinese, and Vietnamese.

Life in the U.S. is a struggle and even though I don't like it at all I should live like the others. I work in a restaurant only 5 days a week, but sometimes, I work on the holidays to make more money. In one month I can get over $1,000 and next year I'll buy a car.

In America if you don't have a car it is so inconvenient, it is like having no feet in our country. America is a nation on wheels. The restaurant is quite far from my house so I have to take two buses to reach it. At night I am studying English. Sometimes I go and visit my friends.

I regret so much not bringing some more Khmer books with me which I could read to take me back to my native land when I am lonely at night.

I am trying my best to enjoy my life. I have a feeling that I am being changed by St. Louis, little by little. I hope that one day I will love it.

I wish you an early resettlement.

Your friend,

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: HEALTH AND SANITATION
CONTENT STANDARD: 67
SUBMITTED BY: CO Staff
SITE: Galang

CULTURE SHOCK

I. OBJECTIVES:

- Students can describe the causes, signs and effects of stress and identify support systems.
  - Students understand the nature of culture shock as a normal part of change in the refugee experience.
  - Students can describe ways to cope with culture shock.

II. BACKGROUND INFORMATION:

A. Most people experience some degree of culture shock when they visit or move to a new country or a different environment. Moving from a rural area to an urban area can often create some degree of culture shock, and time is needed to adjust to this change.

B. Culture shock might be defined as a stressful reaction to a new culture. When one first enters a new environment, he or she may be excited about experiencing new things. But as time goes by, disenchantment may set in as expectations are unfulfilled or different behavior causes misunderstandings. Stress caused by difficulty in adjusting to the new culture can develop without a person realizing it. Culture shock can start as soon as the person arrives in the new environment or not until months later. It is important to understand that it is an individual experience and that different people will have more or less difficulty in coping with it.

C. Some different emotional states that might be experienced in varying degrees are: excitement, joy, happiness, sadness, suspicion, paranoia, contentment, or fear. These are only a few of the emotions one might feel.

D. When a person experiences culture shock, it is important to realize it is *normal* and in many cases beneficial to the process of adjustment. A person who is experiencing culture shock may not realize it and begin to suffer depression and long-term problems.

E. A person should understand culture shock and be prepared to experience it. There are several ways to deal with it. First, since it is normal, no one should think he or she is the only one to feel it. Second, everyone should remember that adjustment comes in stages. Though some things have to be done, others might be better left to a later time. There is no need to force oneself unnecessarily. Third, newcomers should talk things over with friends or relatives from the same background who have already made a good adjustment to the new culture. Also a newcomer should try to make friends with someone from the new culture who could be a guide and help explain unfamiliar customs and attitudes. Fourth, if one is very depressed he or she should seek someone for help. This might be a social worker, a counselor at school or work, a clergyman or a doctor. In the U.S. it is common to seek professional help with personal problems.

III. MATERIALS:

— Wall chart: Emotion Chart
— Handout (attached)

IV. ACTIVITIES:

Activity One: **Emotion Chart** Levels: All

Objective: Students can identify varying emotional states and culture shock they may have experienced as refugees by charting various emotions experienced from 1975 until the present.

Steps:

1. Place the emotion chart on the blackboard. Explain that during different transition periods in your life, you experience both emotional high's and low's. Give the example of the teacher's experience of moving from home or school to Galang. Draw your emotions on the chart.

2. Distribute the handout (attached) to the students and ask them to draw a line representing their emotional state in 1975, when leaving Vietnam, arrival in Galang, and the present.

3. Ask several students to come to the front of the class and draw their charts on the board. Have the students explain their reasons for different emotions at different times.

4. Ask other students to explain their charts. Do their charts look similar? What life changes were the most difficult? Did their feelings change over time in Galang? Why do they think their feelings changed over time in Galang?

5. Try to stress the point that it is normal to experience very high and low emotions when people go through changes in their daily lives.

Activity Two: **Review of Resettlement Process.** Levels: All

Objective: Students can identify aspects of American life which might cause problems during resettlement in the U.S. by reviewing various lessons studied in CO class.

Steps:

1. Divide the students into small groups. Groups may be randomly chosen or divided by common characteristics: sex, marital status, or age.

2. Ask the students to name different lessons taught in CO class. List the topics on the board.

3. Ask each group to come to a consensus on some aspects of resettlement which might be difficult for them. Ask a student from each group to record the group's ideas. On another piece of paper ask the students to list aspects of resettlement they feel will cause no problems.

4. Have the representatives from each group present their lists to the class. Ask the students why they thought some aspects might cause problems. Why will other aspects be much easier to adjust to?

Activity Three: Cultural Differences Levels: All

Objective: Students can identify cultural differences between their culture and U.S. culture which might cause difficulties during resettlement.

Steps:

1. Divide the class into small groups or conduct the activity with the class as a whole. Explain that culture shock is the experience of feeling confused, disoriented, or upset as a result of moving into a new culture where many customs and behaviors are different from one's own country.

2. Ask the students to list some aspects of life in the U.S. that are different from life in Vietnam. Which things might be difficult? Possible discussion points might include:

    - religious differences
    - language
    - food, eating practices
    - marriage and dating customs
    - greetings
    - expression of gratitude
    - family living practices
    - childrearing practices
    - employer/employee relations
    - education (teaching/learning styles)

3. Try to focus the discussion on specific ideas about American life taught in CO lessons which have introduced possible problems or pressures for refugees in America. Some aspects are as follows:

    Physical things that may be unfamiliar:

    money, supermarket, transportation system, alphabet, medicines, health care, telephones, schools, household appliances, dangerous cleaning products, checking accounts, bills, credit, airports and airplanes, social manners.

    Aspects of American life that put pressure on people:

    budgeting money and time, having less time to eat, living in a large, noisy city, expectation for a person to take initiative in educational process, accepting an entry-level job, not living in a house you own, limitations of apartment living, effects of receiving public assistance on your self-esteem, learning new laws, being expected to be assertive in a job interview.

Differences in values which may cause difficulties:

individualism, independence, different concepts of status (earned rather than born), relationships between husband and wife, parent and child, youth and elderly.

Activity Four: Symptoms of Culture Shock Levels: All

Objective: Students understand that culture shock is a normal response to major cultural changes and can identify possible symptoms of culture shock.

Steps:

1. Divide the class into small groups or conduct the activity with the class as a whole. Ask the students to list some feelings or symptoms they may have experienced in Galang or might experience when resettled in the U.S.

2. Add the following symptoms if they are not mentioned:

   — complaining a lot about the new culture
   — wanting to be together only with people from your own culture
   — not wanting to eat the food, speak the language, or spend time with people from the new culture
   — feeling depressed or irritable
   — feeling disoriented
   — feeling very homesick
   — feeling very paranoid
   — being afraid

3. Be sure to mention that the symptoms will vary according to the person. Also different people will experience different degrees of culture shock.

Activity Five: Coping Strategies Levels: All

Objective: Students can identify possible ways to cope with culture shock.

Steps:

1. Ask the students to list possible ways to cope or things to do if a person is experiencing culture shock.

2. Add the following suggestions if they are not mentioned:
   — Try to understand the reasons for culture shock. Know that it is normal. Watch for the symptoms.
   — Don't force yourself to do things if you don't want to. Take a little "vacation" from the new culture.
   — Read books, see movies, talk to friends in your own language.
   — Find people from your own culture who have lived in the U.S. for awhile and may have already gone through the adjustment to a new culture.
   — If you are really depressed and unhappy, get help. Go to a social worker, counselor, or doctor.

3. Ask students to think of specific activities that can help cope with feelings of depression (i.e., visit friends, play sports).

Activity Six: **True/False Discussion Questions** Levels: All

Objective: Students can demonstrate an overall understanding of the nature of culture shock by answering true/false questions.

Steps:

1. Have the students answer the true/false questions below. These can be done orally or distributed as a handout.
2. Lead a follow-up discussion. Make sure to ask the students why they chose their answers.

Note: This activity can also be used as a review or pretest activity.

True/False Questions:

1. Culture is only what we can see about a society.
2. Sometimes it helps to talk with people who have already experienced culture shock.
3. Being depressed can be a symptom of culture shock.
4. Culture shock only happens within the first 6 months after arriving in a new country.
5. Culture shock usually goes away in three weeks.
6. Since there are many Vietnamese living in the U.S., you will not experience culture shock.
7. Culture shock is an illness.
8. If you experience culture shock, you should try to understand what is happening to you.
9. Children will experience less culture shock than adults.
10. If you are experiencing culture shock, it is best to ignore it.

Activity Seven: Culture Shock Experience Levels: All

Objective: Students can understand the feelings of culture shock by experiencing a "mini-culture shock" situation.

Steps:

1. Create a "mini-culture shock" situation in the classroom by performing behavior different than what is usually expected in the classroom. Possible behaviors are:
   - Dress in an unusual manner (i.e., men: shorts, tie, hat; women: shorts, no shoes).
   - Walk into the classroom and instruct all students to sit on the floor or the desks.
   - Teacher might sit on the floor to teach while the translator stands at attention.
2. If the response of the students is laughter, become strict and tell the students to be quiet (Shut up!). The teacher might also speak in her/his native language very quickly.
3. After a few minutes, ask the students how the experience made them feel. Possible feelings might be:
   - anger
   - confusion
   - amusement
   - happiness
   - uncertainty

4. Lead a follow-up discussion about the emotions a person may experience when confronted with a new culture he/she does not understand. This is an expandable activity. BE CREATIVE!

V. ESL MINIMAL VOCABULARY

- happy
- sad
- angry
- homesick
- depressed

VI. CROSS CULTURAL/RESETTLEMENT ISSUES:

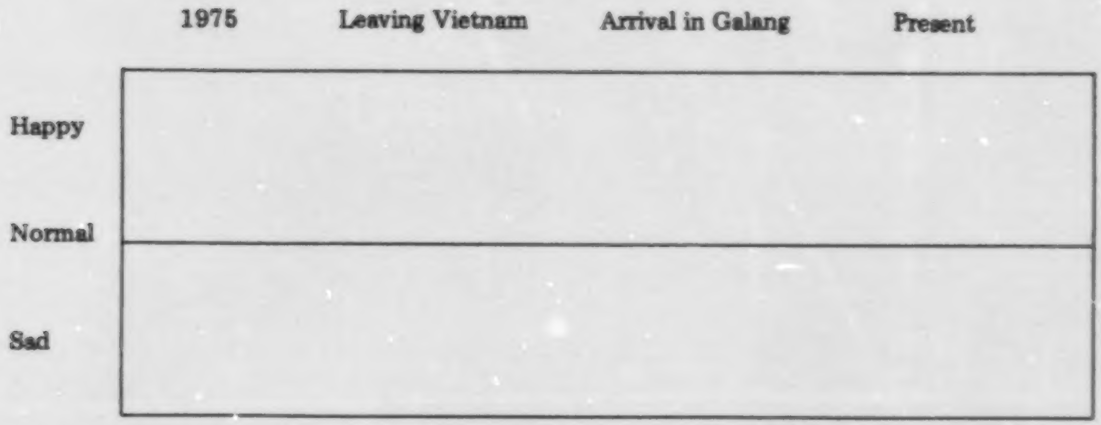
Culture shock is experienced by nearly everyone who moves from one society to another. Talking to other people about your experiences and feelings will help you adjust to the new culture.

VII. ADDITIONAL RESOURCES:

- "Culture Shock Lesson" in The Journal, RSC/CAL, Manila, December 1981.
- "Markers: A CO Lesson on Cultural Adjustment," in The Journal, March, 1982.
- American Cultural Encounters, C. Ford, A. Silverman, Alemany Press, 1981.
- "Emotional Health of the Indochinese Refugees" in Special Report: Physical and Emotional Health Care Needs of Indochinese Refugees, C. Robinson, Indochina Refugee Action Center, 1980.

ATTACHMENT

EMOTION GRAPH



IX. SOCIAL ROLES

69. Students can describe aspects of living in a multi-ethnic society in the U.S.:
    - America as "a land of immigrants"
    - relations among ethnic groups
    - identifying mutual assistance associations and other support organizations
    - preserving own culture

70. Students can describe the effect of changing roles of men and women in education and employment opportunities:
    - access to positions in schools and employment traditionally thought of as being for men only
    - maternity leave and insurance benefits
    - legal protection

71. Students understand the issues relating to changing family patterns and roles in the U.S.:
    - varieties in family unit composition
    - primary wage earner not being the traditional head of the family
    - sharing household responsibilities
    - children as teachers of parents
    - attitudes toward the elderly
    - peer pressure on youth

72. Students can describe responsibilities they have to their children:
    - enrollment and attendance of children in school
    - inoculations
    - adequate supervision of children

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: SOCIAL ROLES
CONTENT STANDARD: 69
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

RECOGNITION OF ONE'S CULTURE

Levels: A, B

I. **OBJECTIVE:** Students are able to describe different aspects of their own culture.

II. **BACKGROUND INFORMATION:**

A. The teachers should realize that Hilltribe peoples usually identify themselves by individual group. They recognize the differences between themselves and other ethnic groups even though they may be grouped together as "Lao", "Hilltribes" or "Minorities" by others. Teachers should persuade the students to talk about themselves, their background, their culture, and their lifestyle. They should recognize themselves as a group of people which is different from other groups but has similarities to other groups as well.

III. **MATERIALS:** Tape of language (Teacher can make a tape of short narratives in different languages.)

IV. **ACTIVITIES:**

1. Lead a general discussion and list characteristics of the students' culture.
Suggested questions:

   - How can you distinguish a Hmong from a Mien, a Thai Dam from a Lu, etc.?
   - If you saw a woman walking down a mountain in Laos, how would you know if she were a Hmong or a Thai Dam?
   - Can you recognize her ethnic group by the clothes she is wearing?
   - Can a Mien understand a conversation between two Hmong?

   Turn on the tape and let the students listen to the various languages.
   Ask which they recognize. Why?

2. Ask the students if their culture is the same as the teacher's culture. Why or why not? The teacher should show some handicrafts that are unique to his or her culture.

3. Ask the students to list some of the different aspects of culture. They should include language, clothes, food, art, etc.

4. Ask what things all people have in common?
These might be:

   - Are born, live and die
   - Speak a language
   - Live in groups

Ask what things make people different?
These might be:

- Racial traits
- Clothing
- Language
- Music
- Housing
- Religion/Holidays
- Cuisine
- Occupation
- Values/Beliefs
- Family Life

Ask what aspects of their culture they want to preserve in the U.S.

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: SOCIAL ROLES
CONTENT STANDARD: 69
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

VISUALIZATION OF CLOTHING AND HANDICRAFTS

Levels: A, B

I. **OBJECTIVE:** The students can see their own dress and handicrafts in comparison with those of other Hilltribe groups.

II. **MATERIALS:** Students' handicrafts
Video Tape (A Phanat Nikhom produced tape)
Instead, the teacher could use pictures or real articles.

III. **ACTIVITIES:**

1. Students from different groups have been requested previously to bring some of their handicrafts to class. At the beginning of the lesson the teacher should gather all the students' handicrafts and display them together, arranged by ethnic groups. Let the students look at all the things on display; ask which items they recognize. Let some from each group explain his or her things to the rest of the class so that Hmong can learn about Mien culture, etc. Make sure everything is translated into the various langauges.

2. Show video tape of the clothing and handicrafts of different hilltribe groups. The show consists of the following:

   clothing
   tools
   embroidery patterns
   ceremonies
   painting

   After the show discuss what they have seen that day. Suggested questions:

   - Did you see any differences between different groups' clothing? Any similarities?
   - Have you ever seen these people before? If yes, where? (in camp, in Laos) Did you ever trade with them?
   - How are you different from Thai? From Khmu? Hmong? Mien?, etc. Is there any way you are similar to them? How?

   Make sure the students realize that each ethnic group from Laos has the same nationality, Lao. Many Americans may not recognize the different ethnic groups. All may be referred to as Lao people, meaning, from Laos.

3. What materials are necessary to continue producing these handicrafts in the U.S.? Draw pictures or make a list. Can any handicrafts be produced for sale in the U.S.? Name them.
   What skills are needed to produce these crafts?

4. **What are some ways to help preserve these arts and crafts in the U.S.? Some answers may be:**

   - **Form a sewing group**
   - **Teach an American**
   - **Present an exhibit**
   - **Take photos**
   - **Record descriptions**

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: SOCIAL ROLES
CONTENT STANDARD: 69
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

A BRIEF GLANCE AT THE AMERICANS

Levels: A, B

I. **OBJECTIVES:** Students realize that Americans come in many sizes, shapes, and colors. Students realize that they do not have to give up their own culture entirely when they move to America.

II. **MATERIALS:** Slideshow on America as a multi-ethnic society
Slideshow Script and Notes (A similar presentation could be made with pictures.)

III. **ACTIVITIES:**

1. Review ethnography of Laos, one country, containing many different cultures and ethnic groups. It might be helpful to show your students a map of the world. Ask students to point out Cambodia, Laos and Thailand, also America. Ask them to name and discuss the different ethnic groups in their own country. In what ways are these groups different from one another, in physical appearance, skin color, language, clothing, food, housing, art and handicrafts, etc. What do they do in common? How well do they get along with one another?

2. Divide into two groups. Have one group discuss what things about their culture they will be able to preserve. Have the other group discuss what things may have to change. Some topics might be:

   — Language
   — Clothing
   — Food
   — Crafts
   — Traditions
   — Occupation

3. Have students discuss what they know about American culture. Use topics like those in 2. above.

4. Have students draw pictures or describe what an American looks like.

5. Show the slides. (Use accompanying script.)

6. Following the slideshow, repeat # 4. above.

7. Follow up.

   1. Discuss ethnic groups in camp. What are the problems? Bad feelings? Good feelings? How do you learn to get along?

2. Discuss letters students may have received. What situations have their family and friends faced regarding a multi-ethnic society? What about discrimination? Making friends? What about MAA's; how have they helped?
Teacher can add from his or her own experience.

3. Role plays:

Your	sponsor	is	Black.
	neighbor		Chicano.
	boss		Chinese.
	co-worker		Japanese.
			Lao/Khmer/Hmong/Mien/Vietnamese

LIVING IN A MULTI-ETHNIC SOCIETY

(slide show script)

INTRODUCTION

In this slide show you will meet some of the many different ethnic groups who call themselves American. There are people from almost every part of the world living in the United States. For this reason America is sometimes described as a "salad-bowl" where many varieties or "flavors" of people can live together. It has never been easy. Differences often create mistrust and suspicion.

1. American Indians as they lived 100 years ago.
2. Indians lived all over the country.
3. Blacks first came to America as slaves from Africa. Blacks are now the largest single minority in America.
4. The largest immigrant group in America came from Europe -- many different kinds of people: English, German, French, Irish, Spanish, Russian, and Scandinavian. Many millions of Europeans fled in the 1800's and the early 1900's.
5. Like you, they were escaping hunger, war, and persecution, looking for a better life. Practically all came by boat.
6. Two American Indians in the U.S. today.
7. Black children in an American city. Many immigrant groups have settled in large cities.
8. Their parents or they themselves have come from Europe.
9. You will find in America a wide variety of people from many different places in the world and many cultures trying to live together. (Point out different children.)
10. One of the more recent immigrant groups are the Asians: Chinese, Japanese, Korean, Thai, Filipinos, and more recently Vietnamese, Khmer, Lao, Hmong, and Mien.
11. Each group has been able to preserve some aspects of its culture.
12. The old teach the young about traditions in their old country.

13. In some cities they have established their own neighborhoods. This is Chinatown in San Francisco.
14. These neighborhoods have their own restaurants.
15. And stores. Another day we will see slides about Asian markets in the U.S.
16. Though they have preserved much of their own culture and tradition, Asians also mix and make friends with other ethnic groups.
17. Sometimes they marry someone from another group.
18. They have learned to adapt to their new environment even though it is sometimes very unusual for them.
19. They share their traditions with their new friends in America.
20. Both groups learn to understand the other.
21. A wide variety of ethnic groups is found in every part of the United States.
22. In America all ethnic groups are guaranteed the same rights. The same laws apply to everyone.
23. A person cannot be refused a job because of the color of his skin.
24. All children must go to school, regardless of their race.
25. In America there are many societies which can help minorities. They are known as Mutual Assistance Associations or MAA's. They may provide classes for learning English or learning a trade.
26. They may offer legal assistance or job counselling.
27. They sponsor activities and serve as a center where people can get together to celebrate holidays and socialize.
28. Living in a country where many kinds of people live and work side by side is not always easy. You may experience problems. But by learning about your neighbors and the people around you, you can develop friendships and enjoy life in America.

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: SOCIAL ROLES
CONTENT STANDARD: 71, 72
SUBMITTED BY: CO Staff
SITE: Galang

FAMILY STRUCTURES

I. OBJECTIVES:

— Students understand the issues relating to changing family patterns and roles in the U.S. Changes from the native culture may include:

- a. varieties in family composition
- b. primary wage earner not always being the traditional head of the family
- c. sharing of household responsibilities
- d. children as teachers of parents
- e. attitudes towards the elderly
- f. peer pressure (conformity) on youth

— Students can describe responsibilities they have to their children:

- a. enrollment and attendance of children in school
- b. inoculations
- c. adequate supervision of children

II. BACKGROUND INFORMATION:

A. Most American families are relatively small. This is because sometimes both mother and father need to work and do not have the time to raise a large family. Children are also expensive to raise, and some families choose to have very few children.

B. The American family is often called the "nuclear family." It often has a mother, father, and two children. Some large families with many relatives living together do exist, but this is not very common. There is not one standard type of American family.

C. Many American families move frequently. The family sometimes moves to find better jobs, better educational opportunities, or a better living environment. Parents and adult children often live in different states. When family members live apart in different areas of the country for long periods of time, close family ties are sometimes hard to maintain.

D. Many couples in their early 20's are concerned with their educations and careers and, therefore, delay having children until later. It is not uncommon for couples to begin a family when they are in their 30's.

E. Children must attend school from the age of five or six to sixteen. Parents must make sure that their children enroll and attend school regularly. They are also responsible for having their children receive inoculations against diseases. In school, children learn from their teachers as well as from the other students. Sometimes students learn to talk back to their teachers and parents by imitating friends in school.

The parents and children need to talk and try to understand these problems. Parents should try to remember that children, as well as adults, are dealing with many pressures and changes.

F. American families also experience the pressures of change in modern society. The economic situation and shortage of jobs may create financial pressures. Financial pressures can cause parents and children to argue and the family to break up. Financial pressures can also have the opposite effect and bring families closer together through emotional and financial need.

G. The changing roles of men and women can sometimes cause problems in a family. For example, maybe a wife earns more money than her husband. Or perhaps the wife can find a job and the husband cannot and he must stay at home to take care of the children. The husband might feel weak, ashamed, or possibly angry. The husband and wife need to talk and to learn to adjust to these new and different ways. Sometimes if both parents work, young children must stay in a daycare center.

H. Many elderly people live in special homes where they receive medical care and other services. Some elderly people choose to live alone, especially if they are able to take care of themselves. Some elderly people also live with their children or other relatives, but this is not as common as it is in Asia.

III. MATERIALS:

- Family situation flashcards (See Activity 2.1)
- Chart: "Needs for Different Families" (See Activity 2.2)
- Handouts (See Attachments 1 and 2)

IV. ACTIVITIES:

Activity One: **Comparing Family Structures** Levels: All

Objective: Students can compare the differences between family structures in Vietnam and family structures in Galang by listing similarities and differences between their roles and responsibilities in Vietnam and Galang.

Steps:

1. Divide the class into small groups, according to their present family situation in Galang: single men and women, single parents with children, married couples, and married couples with children.

2. Distribute brown paper to each group and have them divide the paper into two parts: Vietnam and Galang. Have each group describe their family situations and responsibilities in both Vietnam and Galang. The groups might look at the following questions:
   a. Who lives in the house?
   b. Who earns the money for the family?
   c. Who is responsible for household chores (cooking, cleaning, shopping)?
   d. Who takes care of the children?
   e. Who goes to school?
   f. Who do you ask for advice?

3. Ask a representative from each group to present their chart to the class. How have their roles in the family changed? What are some similarities between their family life in Vietnam and Galang?

Activity Two: **Family Situations/Problem-Solving** Levels: All

Objective: Students can identify various needs and possible solutions different families may encounter in the U.S. by discussing several family situations.

Steps:

1. Divide the class into small groups. Distribute one situation card describing a family in the U.S. to each group.

Situation 1:	The Ly family arrived in the U.S. one year ago. Mr. and Mrs. Ly, their five children, and grandmother were all resettled together. Mr. Ly's brother and cousin later joined the family in the U.S.
Situation 2:	The Poun family, Mr. and Mrs. Poun and their 3 children, live in a small apartment in Los Angeles. Mrs. Poun works full time and Mr. Poun works part time. Their children are 2, 4, and 7 years old.
Situation 3:	Mrs. Nguyen arrived in the U.S. 18 months ago. Her husband is dead. Her children are 2, 3, and 8 years old. Mrs. Nguyen is 35 years old.
Situation 4:	Mr. and Mrs. Mai have recently separated because they were always fighting. Mr. Mai went to live with relatives in another state. Mrs. Mai works full time and on weekends. The children are 7 and 9 years old and live with Mrs. Mai. The family arrived in the U.S. 7 months ago.
Situation 5:	Mr. Tuan and his 3 sons arrived in the U.S. 4 months ago. Mr. Tuan is now working full time at night from 3:00 pm — 12:00 am. His children are 3, 4, and 11 years old.

2. Place a chart "Needs for Different Families" on the board as a guide for each group to follow. Ask each group to identify the needs for the family and possible solutions in the following areas:

   - Housing
   - Employment
   - Child rearing
   - Household duties
   - Language
   - Customs/Culture
   - Education

   Each group should have a recorder to write down their ideas.

3. Then, have a representative from each group present their ideas to the class.

4. Continue the discussion about changing family structures by asking the students:

   a. How many women in these stories would have to work outside of the home?
   b. Would this be difficult for the husband? How? Would this be difficult for the children?
   c. If your wife earns more money than you, how will you feel?
   d. Do you think your children will behave like American children in the U.S.? Will you try to teach your children about Vietnamese language and customs?

Activity Three: Parent and Child Responsibilities Levels: All

Objective: Students can compare parent and child relationships in Vietnam and the U.S. by listing responsibilities of parents toward children and children towards parents in both Vietnam and the U.S.

Steps:

1. Divide the class into small groups and distribute two pieces of paper to each group.
2. Have the students list the parents' responsibilities to children and children's responsibilities towards parents in Vietnam on one piece of paper. On the other piece of paper, have the students follow the same task for the U.S. Possible areas for the students to discuss are:
   - education
   - financial support
   - clothing
   - guidance
   - moral attitudes
   - child-care
3. After the students have completed their lists, each group reports on their ideas. Add these points for the responsibilities of parents in the U.S. if they are not mentioned.
   - enrollment of children in school
   - inoculations for school (immunizations)
   - supervision of children (including the consequences of leaving children unattended)
4. Lead a follow-up discussion about how the relationships between parents and children might change in the U.S.:
   a. How might your children change in the U.S.?
   b. Will they dress and behave like Americans?
   c. Will they learn English and American culture faster than their parents?
   d. How will these changes affect your attitude as a parent?
   e. Can you, as parents, learn from your children?

Activity Four: Comparing Family Structures II Levels: All

Objective: Students can compare the differences between the family structures in Vietnam, Galang, and the U.S. by looking at the roles of different family members at different ages in Vietnam, Galang, and the U.S.

Step 1:

1. Indicate different age brackets on the board. Ask the students to identify and list the roles of family members at given ages in Vietnam. If possible, ask a student in the class who falls into one of the given categories to describe his or her role in the family (i.e., education, child-rearing responsibilities, work, etc.).
2. Repeat the same task for students who live in Galang. What are some of the similarities and differences?
3. Then, ask the same students to list what they expect they will be doing in the U.S. How might it be different from life in Galang and in Vietnam?

Activity Five: **Open-Ended Story** Levels: C, D, E

Objective: Students can demonstrate an understanding of the changing parent-child relationships by discussing possible solutions to an open-ended story.

Steps:

1. Distribute handout (Attachment 1) "Minh's Story." Ask the students to read the story and then think about the questions at the bottom of the page.
2. Lead a discussion about the questions on the handout. Encourage the students to think of a variety of solutions. (Possible solutions: talk to friends, a monk or a priest, counselor, etc.)

Activity Six: **Role Play: Two Vietnamese Families** Levels: D, E

Objective: Students can compare the differences between dating customs in Vietnam and in the U.S. by role playing and discussing situations in both countries.

Steps:

1. Select 8 students to act out the role plays. Assign 4 students to play the Toan family and 4 students to play the Kim family. The teacher or translator can play the role of Steve or Son.
2. Give each student a copy of the dialogues. (Attachment 2). Make sure to set the situation for each role play.
3. Lead a follow-up discussion after the role plays. Possible questions for discussion are:
   a. What are the differences between Vietnamese and American dating customs?
   b. Why are the customs different?
   c. How would you react if you were in the Toan family's situation?
   d. Do you think you might face this situation in the U.S.?

V. ESL MINIMAL VOCABULARY:

- mother
- father
- son
- daughter
- husband
- wife
- grandmother
- grandfather
- aunt/uncle
- cousin
- niece/nephew
- family

For higher levels: nuclear family
extended family
single-parent family

VI. CROSS CULTURAL/RESETTLEMENT ISSUES:

It is common for families in transition to undergo changes. It is important for the students to be aware of this and to be open in discussing conflicts among family members.

VII. ADDITIONAL RESOURCES:

The following materials are available upon request from the IESL/CO Program, Galang, Indonesia.

- "Family Structure: The Refugee and his Family in America" (Duc Nguyen)
- "The American Family" (Tom Cope)

ATTACHMENT 1

MINH'S STORY

Minh arrived in the United States in 1977 with his father, mother, and his brother and sisters. Minh was 11 years old when he arrived.

Minh enrolled in the local school, where he learned to speak English well in a very short time. He also had many American friends. Minh would translate for his parents, help them with writing checks to pay the bills, and help them with the many different customs in the United States.

This year Minh started to dress and act like his American friends. He told his parents he wanted to begin dating like his American friends. His parents said "No" because he was too young. Minh became very angry and refused to translate for his parents any more. His parents became angry, too. Minh began to act more and more like Americans. He seemed ashamed that he was Vietnamese (or Cambodian). When Minh's father would tell him how he should behave or try to correct him, Minh would say: "You don't know the ways of this country, so you cannot tell me what to do."

Questions:

1. What might Minh's parents do?
2. What might you do in this situation?
3. Could this happen to you?
4. How is dating handled in Vietnam?
5. How is dating handled in America?

ATTACHMENT 2

THE TOANS AND THE KIMS
TWO VIETNAMESE FAMILIES

The Toan family has been in the U.S. for 4 years. They live in a small community with a few Vietnamese families. Toan has a daughter, Le, who is 18 years old, and a son, Dang.

(Steve calls on the telephone)

Mr. Toan : Hello, Mr. Toan here. Can I help you?
Steve : Yes, I would like to speak to Le, please?
Mr. Toan : Le, the telephone is for you.
Le : Hello.
Steve : Hello, Le. This is Steve. I thought I would call to see if you would like to go to dinner and a movie.
Le : I would like to Steve, but I must ask my parents first.

(Mr. and Mrs. Toan, Le, and Dang sit down to talk)

Mrs. Toan: Well, I heard and knew that we would have to think about this sooner or later.
Dang : Many Americans at high school date all the time. It's a common custom. I know Steve and he's a nice guy.
Mr. Toan : Le, this is not done in Vietnam. But we know we are not in Vietnam and that your children are always in contact with and pressured by friends.
Mrs. Toan: Who is going and where?
Le : Just Steve and I; to dinner at The Grill and then to a movie.
Dang : Doesn't Steve work there?
Le : Yes, part-time, 3 days a week after school.
Mr. Toan : Le, we are worried about you; you know that. When will you be home?
Le : Let me ask Steve, father. (Goes to the phone.)
Steve, when will I be home?
Steve : How about 11:30. It's Friday and their's no school tomorrow.
Le : I'll be home at 11:30, father.
Mr. Toan : Mother, what do you think?
Mrs. Toan: Well, I'm concerned too, but we are in America now. Our children are becoming older and more like their friends.
Mr. Toan: OK, Le. Tell Steve we would like to meet him first.
Le : Oh, thanks so much. I'll talk to Steve now. (Le goes to the telephone.)

The Kim family has just moved to Saigon from the countryside. Mr. and Mrs. Kim and their two children, Dien (17) and Phung (16), are adjusting to city life.

(Son calls on the telephone)

Mr. Kim : Hello, this is Mr. Kim. Can I help you?
Son : Yes, is Dien there?
Mr. Kim : Yes, who is calling, please?
Son : This is Son. I know Dien from school.
Mr. Kim : Ahh, well. Hold on. Dien!
Dien : Hello, who is this?
Son : Hello, Dien. This is Son. I'd like to know if you'd like to go to dinner and a movie.
Dien : I know my parents will say no. Son, you should know that!
Son : Can you ask?

Dien : I will anger my parents. I cannot ask.
Phung : Hi, Dien. Who are you talking to?
Dien : Some boy from school.
Phung : Hmmm . . .
Son : OK, Dien. Good-bye.
Mrs. Kim : Dien, what did you say to the boy?
Dien : He wanted me to go out, mother. I told him I could not.
Mr. Kim : Life will change our children and us in the city. We must try hard to retain our past ways.
Mrs. Kim : Yes, I agree. We must retain our past ways.

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: SOCIAL ROLES
CONTENT STANDARD: 71
SUBMITTED BY: CO Staff
SITE: Bataan

FAMILY ROLES

Levels: C, D, E

I. **OBJECTIVE:** Students understand the issues relating to changing family patterns and roles in the U.S.:

- sharing household responsibilities
- children as teachers of their parents
- respecting one's elders

II. **MATERIALS:** Visuals of youngsters in school and in the company of adults (of different ethnic backgrounds, if possible). The Notice printed on a large paper. (See below.)

III. **ACTIVITIES:**

1. Teacher shows visuals to the class and asks questions:
    - How do the children look in the picture? (Happy, relaxed, confident.)
    - Why do you think they feel that way?
    - In the camp, who learns English faster, the parents or children?

2. *Role play:*

    Situation:

    The landlord has posted a notice in the apartment building. The parent has a question but cannot read and does not understand the notice. The teenage child does not understand the notice either but speaks English well enough to communicate with the landlord. The parent and child go to the landlord to try to get an explanation.

    Teacher presents the situation to the class and then asks a student to read the notice.

NOTICE

The plumber is available to repair any defects in your plumbing system on Tuesday or Thursday morning from 8:00 a.m. to 10:00 a.m. Please notify the landlord which day you prefer.

Teacher then writes the dialogue on the board. Students read silently.

Landlord: (Speaking rapidly in English.) The plumber is available to come only on Tuesday or Thursday morning from 8:00 a.m. to 10:00 a.m. If you need him, it is necessary to make an appointment through me.

Teenager: What is defects in plumbing system?

Landlord: It means if you have any leaking pipes, clogged toilets or stopped-up sinks.

Teenager: (Turns to parent and translates in native language.) The landlord wants to check the toilet and sink.

Parent: (Confused, smiles faintly.)

Teenager: (Speaking English to the landlord.) Come on Thursday. Thank you very much. Good day.

(Teenager walks away with parent who still looks confused.)

Teacher asks two students to play the part of the teenager and the parent (father). Teacher can play the part of the landlord.

3. After the role play, ask the following questions. List all students' responses on the board.

    - How do you think the father feels?
    - In your country who makes the decision?
    - If you were the father how would you feel?
    - If you were the child what would you do?
    - What could the father do to change the situation?
    - What could the child do to change the situation?

    Lead a discussion on the following points:

    - responsibilities of parents to children.
    - pressure of parents on children.
    - the faster adaptation of children to the new culture and language.
    - the need for sensitivity and understanding of the difficult and changing roles of family members.

4. Divide into groups. Give each group a topic. Let them brainstorm, then present their topic to the class.

    - List some responsibilities of men, women and children in the native country. Which ones can be shared in the U.S.?
    - List some things that parents teach their children in the native country. List some things that children could help their parents learn about in the U.S.
    - List ways that children should behave towards their elders in the native country. List things that children can do for their elders in the U.S.
    - List activities that a family can do together in the U.S. to maintain close contact while getting adjusted.

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: SOCIAL ROLES
CONTENT STANDARD: 70
SUBMITTED BY: CO Staff
SITE: Galang

THE ROLES OF MEN AND WOMEN

I. OBJECTIVES:

- Students can describe the effect of changing roles of men and women on education and employment opportunities:
  - access to positions in schools and employment traditionally thought of as being for men
  - maternity leave and insurance benefits
  - legal protection

II. BACKGROUND INFORMATION:

A. Traditionally the roles of American and Asian women were similar. Their major responsibilities were in the home: care of the home and childrearing. In the early 1900's, women did not have the right to vote in elections and were denied access to certain occupations because of sex discrimination.

B. In the 1920's women struggled to gain the right to vote. The 19th Amendment to the U.S. Constitution granted women the right to vote. They gradually gained access to occupations traditionally held by men. Additional laws were passed to aid in preventing sex discrimination. Although the roles of men and women have become more equal over time, discrimination still exists in a smaller degree (e.g., in wages and access to certain positions).

C. Today in America, women have more control over their lives. Also, men, through the "liberation" of women, have achieved more freedom of choice. The traditional roles of both sexes have changed. Many women now choose to work, often in jobs traditionally held by men. Men are also realizing that they can raise children and maintain the house. Some men choose to take care of the home while the women work and support the family.

D. In many American families, both the husband and wife work, either because of choice or economic need. Both persons often share in raising the children and maintaining the home (e.g., cooking, cleaning, shopping, household repair, and money management).

E. Equal opportunity in education and employment is granted to both men and women by law. It is not uncommon to find both sexes pursuing non-traditional careers (e.g., men working as nurses and women working as carpenters). In many occupations, women are entitled to special maternity benefits and leave if they become pregnant while working. Although the Constitution guarantees equal rights to all members of society regardless of race, sex, or creed, the application of these laws is more difficult to provide (e.g., men often have a difficult time receiving custody of a child in divorce cases). In cases of sex discrimination in education or employment, both men and women have the right to file legal charges against the company or institution, and in many cases, have won the lawsuits.

F. In the U.S. there are also laws (both federal and local) designed to prevent spouse abuse or punish the abuser when prevention is not possible. Spouse abuse laws have developed as a result of a greater occurrence of spouse abuse and the belief that all persons have the right to press charges against each other, and in severe cases, may even result in the arrest of the abusive spouse. The courts also have the power to issue restraining orders that keep the spouses from being together or require separate residences until the case is resolved. Also, many cities now have special residences where abused spouses can stay until a decision is reached in the abuse case.

III. MATERIALS:

- Handout: True/False Questions (Attachment 1)
- Handout: "Hien's Story" (Attachment 2)
- Flipchart: Poster of Different Occupations
- Handout: "Nine American Men and Women" (Attachment 3)
- Handout: "The Story of Tran and Mary" (Attachment 4)

IV. ACTIVITIES:

Activity One: True/False Questions Levels: All

Objective: To assess the students' understanding of the roles of men and women in the United States by having students complete a pretest.

Steps:

1. Distribute Handout (Attachment 1)
2. Have students exchange papers, and correct test.
3. Clarify any misunderstandings.

Activity Two: Role Comparisons I

Steps:

1. Divide the class into small groups and have them choose a recorder. Distribute a large piece of brown paper and have them divide it into two columns: Women in Vietnam and Men in Vietnam.

2. Ask the group to discuss the various roles both sexes perform in their native country. What kind of responsibilities do men and women have in relation to:

   - employment
   - education
   - home maintenance
   - childrearing
   - money management
   - major family decision making
   - religion

   Encourage the students to think of more!

3. Ask a representative from each group to present their lists to the class. Do all of the lists agree? Why or why not? (Possible reason for differences: it is difficult to generalize about all men and women).

4. Now ask the students if they know any American women or men. How do they think the roles of American men and women differ from the responsibilities they listed about Vietnamese men and women? If the students do not know any Americans, ask them to give their ideas. Where did they get their impressions about American men and women? Do they think their description of American men and women is true for all Americans?

Activity Three: **Nine American Men and Women** Levels: All

Objective: Students can have a better understanding of the variety of lifestyles available to men and women in the U.S. by discussing nine case studies of American men and women.

Steps:

1. This activity can be used with the class as a whole or by dividing the students into small groups. Distribute Handout (Attachment 3) to the class. Ask each student to read all of the case studies or if working in small groups, have each group discuss one case study.

2. Ask the students if this situation would occur in Vietnam? Continue to ask other questions about the case studies that will contrast differences and similarities between Vietnam and the U.S. Some examples are:

Case Study #5:	Do men help women clean house in Vietnam? Do women in Vietnam often have better-paying jobs than their husbands?
Case Study #7:	Is divorce common in Vietnam? Is it common for divorced persons to remarry?
Case Study #9:	Would men in Vietnam leave their family because of lack of money or job?

3. After the students have discussed the case studies in relation to Vietnamese culture, ask the students to choose one situation that they could imagine themselves living in after resettlement. Or have them choose a lifestyle/situation they would prefer to have in the U.S. Ask them to give their reasons.

Activity Four: **Role Comparisons II** Levels: D, E

Objective: Students can contrast the roles of men and women in Vietnam with the United States by discussing questions regarding employment and education for men and women.

Steps:

1. Before beginning this activity it is important for the teacher to keep in mind the feelings of both men and women students to be sensitive to all opinions. Also, try to avoid placing others' values into the discussion. Each question is designed to help the students discuss the realities of the roles of men and women and in some instances the values associated with the behavior will surface. Be sure to include both men and women in the discussions.

2. Below are some suggested questions for discussion. After the students have discussed the questions in relation to Vietnam, ask them if they think the situation is the same in the U.S.

   a. In Vietnam, who receives more education, men or women?
   b. Who receives higher wages for work?

c. What types of jobs are available for men and women? Do they often do the same jobs?
d. Have you ever worked for a woman boss or supervisor?
e. Can men and women choose their own marriage partners in Vietnam?
f. Can woman, single or married, have their own business in Vietnam? Can a man?
g. Can a woman, single or married, own property in her own name?
h. Can women receive maternity leave from work in Vietnam?
i. Is it easy for a woman with children to work in Vietnam? How does the husband feel about his wife working?
j. What is the average age of marriage for men and women in Vietnam?
k. How would you (a man) feel if your wife, sister, or daughter found a job in America before you did? What if she earned more money than you did?

Activity Five: **Employment Patterns** Levels: All

Objective: Students can compare the differences/and possible changes in access to employment opportunities for men and women by identifying the gender commonly associated with specific occupations in Vietnam, Galang, and the U.S.

Steps.

1. Place the poster of occupations on the board. Ask the students to identify the sex of the person most commonly associated with each occupation in Vietnam. What jobs are usually done by women? What jobs are usually done by men? What jobs are done by both sexes? Why are certain jobs done by either men or women? Ask the students to list any additional occupations that are done exclusively by one sex.

2. Repeat the above procedure for Galang and then for the United States. What are the similarities and differences between the countries? Explain to the students that there have been changes in employment opportunities for both men and women over the past years. Both men and women are now entering jobs traditionally held by the opposite sex. Ask the students: Why have these changes occurred in the U.S.? Are there equal opportunity laws in Vietnam?

Activity Six: **Open-Ended Story: "Hien's Story."** Levels: All

Objective: Students can identify possible preventive steps and the legal implications of spouse abuse by discussing solutions and outcomes of an open-ended story.

Steps:

1. Distribute Handout (Attachment 2) to the students and allow them a few minutes to read the story. For level A/B classes, you might choose one student or the translator to read aloud.

2. Lead a follow-up discussion about the story. You might want to ask some of the following questions:

a. What did the neighbors do? Why?
b. What do you think finally happened to Mai and Hien?
c. What would you have done if you were the neighbors?
d. What would you have done if you were Mai?

    e. What could Mai and Hien have done to solve the problem?
    f. How could this problem have been avoided?
    g. Does this type of situation happen in Vietnam? How is the problem solved?

3. The teacher should be aware that the subject of spouse abuse is a sensitive issue both in Vietnamese and American cultures. It is important that students understand the reasons for current laws that protect the personal safety of *all* people. (Refer to Background Information.)

Activity Seven: Role play: "The Story of Tran and Mary" Levels: D, E.

Objective: Students can demonstrate an understanding of cultural differences in the social relationships between men and women in Vietnam and the U.S. by discussing role plays of cultural misunderstandings.

Steps:

1. Choose four students to play the roles of 2 American women and 2 Vietnamese men. Brief these students on their roles. The students may want to read the role play from Handout (Attachment 4) or ad-lib situation. If the Handout is used, distribute copies to the audience. Also, the teacher may wish to choose the actors the day before the lesson is taught in order to give the students more time to prepare.

2. After the role play is finished, lead a follow-up discussion about the causes of the misunderstanding:

    a. Why did the misunderstanding happen between Tran and Mary?
    b. Why did Mary get angry?
    c. What did Tran think about American women? Why did he have that opinion?
    d. Do Vietnamese men and women behave differently towards each other compared with American men and women? What are some possible reasons? Why?

3. You may want to follow the above role play with some short situations between men and women. Give a situation to 2 students and ask them to role play it. You might have several groups of students role play the same situation from different points of view.

    Situation 1: A man and woman go out to dinner and the woman tries to pay the bill.

    (Note: In America, women often will pay for their share of the bill. Is this done in Vietnam? Why might a Vietnamese man or woman get upset or misunderstand this situation?)

    Situation 2: A man walks into a business to apply for a job. The boss is a woman and does the interview.

    (Note: Is it common in Vietnam to have a woman supervisor? How would you feel being interviewed for a job by a woman?)

V. ESL MINIMAL VOCABULARY:

wife
husband
married
single
widowed
divorced
maternity benefits

VI. CROSS-CULTURAL/RESETTLEMENT ISSUES:

A. The roles of American men and women are constantly changing and may be very different than those of men and women in Vietnam. Many times both sexes share responsibilities of work, childrearing, and home maintenance.

B. Women in America are guaranteed equal rights by law.

C. Men should be informed that there is a good chance that a woman may find a job before him. This situation may cause difficulties.

VII. ADDITIONAL RESOURCES:

- **In Her Time**, Sangiuliano, Iris, William Morrow and Co., New York, N.Y., 1978.
- **Woman, Culture, and Society**, Rosaldo, Michelle Z. and Lamphere, Louise, Eds., Stanford Univ. Press, Stanford, CA, 1974.

ATTACHMENT 1

TRUE/FALSE QUESTIONS:

1. ____________ Women can vote in the U.S.
2. ____________ Women have always had the right to vote in the U.S.
3. ____________ A woman cannot sell property without her husband's permission.
4. ____________ If a woman's husband leaves her, she can sue him for child support.
5. ____________ If a husband leaves his wife, his family can take custody of the children.
6. ____________ Unless a woman is married, she must live with her parents.
7. ____________ If a woman is not happy with her marriage, she can file for divorce.
8. ____________ In the U.S., only men have to pay income taxes.
9. ____________ If a woman goes to a party alone, people will think she has a bad character.
10. ____________ There are no women lawyers in the U.S.
11. ____________ It is against the law for a husband to beat his wife, and if he does, he could be sent to jail.
12. ____________ If a man and a woman go out on a date, the man must pay for everything.
13. ____________ A woman cannot belong to a carpenters' union.
14. ____________ A married woman can open a separate savings account.
15. ____________ If a child under 18 needs surgery, the father must sign the consent form.

ATTACHMENT 2

HIEN'S STORY

Hien arrived in the U.S. about six months ago. He was accompanied by his wife and four children. At first Hien and his family lived in a small apartment that their sponsor had prepared for them. Hien and his wife, Mai, studied English part-time. The children went to school. Both Hien and Mai found jobs and earned enough money to move to a larger apartment.

Usually Hien and Mai left for work together in the morning. The children also left for school at about the same time. Mai had made arrangements with her boss to leave work early so that she would be home when the children returned from school.

One day Mai got home just as the children arrived. They wanted to talk to their mother about what they had learned in school that day. As they talked and laughed, Mai forgot about the time. When Hien returned from work, Mai had forgotten to make dinner. Hien became angry and accused Mai of not doing her duty as a wife and mother. Hien threw things at her and then beat her.

This was not the first time Hien had hit his wife. One week before he had beaten her so badly that she could not go to work for two days. When he hit Mai he also yelled and often hit the children.

The neighbors became alarmed . . .

ATTACHMENT 3

NINE AMERICAN MEN AND WOMEN

1. Joy Thomas is 31. She is married and has four children. She does not have a job. She works at home. She prepares food, cleans the house, washes the clothes, and takes care of the children. Her husband works. She accepts the idea that he decides where the family will spend the money.

2. John Wilson is 33. He is divorced and lives with his 2 children, ages 4 and 7. His ex-wife lives in another city. He works as an accountant and also takes care of the house and children. His youngest son goes to pre-school during the day. John enjoys both his job and parental responsibilities.

3. Karen Angels is 45. She is not married. She has no children. She is a medical doctor. She works at the local hospital. She lives alone in an apartment. She hates to cook, so she usually eats at a restaurant. A maid comes to clean her apartment and wash her clothes.

4. Barbara Conti is married and has two children. She is 28. She works five days a week. She is a business secretary. Each morning she drives her children to a day-care center. Someone else will take care of her children while she is at work. She pays for this service. Her husband works, too. For any family decision, she and her husband talk about it. They do it together.

5. Mark Johnson is 29. His wife is a lawyer. They have 1 child, age 2. Mark stays home and enjoys taking care of their son. He is an excellent cook and does all of the shopping. His wife helps out with the cleaning. Mark is planning on returning to work once their son enters school.

6. Marian Banko is 30. She has no children. She is not married but she lives with a man. They live in a rented house. She is a professional tennis player. She makes a lot of money, more money than her boyfriend. She travels often, going from city to city, from country to country.

7. Donna Holmes is 55. She has been married three times. Her first husband died. She divorced her second husband. She married again last year. She has three grown children. They do not live with her now. She is a school teacher. She is still working.

8. Chuck Jones is 45. He is a foreman in an airplane factory. He has been married for 20 years and has 4 teenage children. His wife would like to work, but Chuck believes that she should stay home and take care of the house.

9. Rose Chisolm is 33. She was married, but her husband left because he could not keep a job. She has six children and receives public assistance. She has a small apartment in a very poor and dangerous part of town.

ATTACHMENT 4

OPEN-ENDED STORY

TRAN AND MARY

Tran and Mary work in an office together. Mary is very friendly. She often laughs and jokes with Tran and the other men in the office. She once told Tran that he should cook a Vietnamese dinner for her.

After work, Tran visits with his friend, Van, and Mary visits her friend, Carol.

CAROL AND MARY:

Mary: Hello, Carol.
Carol: Hello, Mary. How was your job today?
Mary: My job was fine. We have a new person in the office. He comes from Vietnam, and his name is Tran. He told me that he would make me some Vietnamese food sometime.
Carol: Do you like Tran, Mary?
Mary: Yes, but only as a friend. I like to be single and independent. I do not want him to be a boyfriend. I like the men in the office. But I only want to be their friend, not their girlfriend.
Carol: You should be careful, Mary. The custom in Vietnam might be different. Maybe Tran thinks that you want to be his girlfriend.
Mary: No, I am sure that we are only friends — no boyfriend, no romance. Tran understands that.

TRAN AND VAN:

Tran: What do you think about American women, Van?
Van: I think they are very different from Asian women. They go with any man, and they wear dresses with no sleeves. And they smoke.
Tran: I know, Van. There is a woman in my office. Her name is Mary. She always makes jokes and laughs. And she is very beautiful.
Van: That's good. You are very lucky. She probably wants to be your girlfriend. Go with her and she will give you a good time.
Tran: Are you sure?
Van: Of course. Asian women demand respect. But with American women, you can do anything. They expect it.

TRAN AND MARY:

The next day at work, Tran asks Mary to go to a movie. Mary agrees. After the movie, Tran puts his arm around Mary, and says, "Mary, I think we should stay together tonight."

Mary is very angry. "How can you say such a thing to me? I have only known you for a few weeks. You are terrible! I thought you wanted to be my friend. You have no respect for me. Never speak to me again!" Mary leaves quickly. Later, Van stops to visit Tran.

Van: You look sad, Tran. What's wrong?
Tran: I made a terrible mistake. Mary hates me now. She didn't want a boyfriend.
Van: Never mind. You can always find some other American woman who will give you a good time.
Tran: I am not so sure now.

The next day Tran sees Mary at work and she does not speak to him. At lunch time, Tran goes to Mary and apologizes for his behavior at the movie the night before. "Mary, I am sorry I insulted you. I hope we can be friends again."

Mary: Why did you behave like that, Tran?

Tran: You are very different from Asian women. You are free and you wear short dresses. You smoke and drink alcohol. I thought you wanted to be my girlfriend.

Mary: Even if I dress differently and speak more loudly than Asian women, do you think I go with any man? I am not like those American women you see in American movies. You give me no respect. If you can give me the same respect you give to an Asian woman, I can be your friend. But if you only want to sleep with me, stay away from me.

Tran: Now, I know that, Mary. I will respect you, and I hope we can be friends at work again.

CULTURAL ORIENTATION CURRICULUM

X. RESETTLEMENT AND SPONSORSHIP

73. Students understand differences between national VOLAGS, local VOLAG offices, and individual or group sponsors.

74. Students can describe common expectations that both refugees and sponsors have regarding the length and variation in sponsorship assistance.

75. Students can describe the basic responsibilities of sponsoring agencies in providing food, housing, medical, educational and employment assistance.

76. Students can describe the basic responsibilities that refugees have to their sponsors:
    - becoming self-sufficient as quickly as possible
    - understanding the limitations of what sponsors can do

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: RESETTLEMENT AND SPONSORSHIP
CONTENT STANDARD: 74, 75
SUBMITTED BY: Dave Perrin
SITE: Bataan

REFUGEE-SPONSOR EXPECTATIONS

Levels: All

I. OBJECTIVE: Students will be aware of their needs and how the sponsor may help them.

II. ACTIVITY:

1. Ask the students to brainstorm everything an American would need to know if the American were a refugee and the students were the sponsors in the native country.

2. Many of the expectations about sponsors will come forth here because of things students would do if they were sponsors. The following are some guide questions the teacher may ask and probable responses from Indochinese students:

   What would the refugee (American) have to learn to survive in (Kampuchea, Laos, Vietnam)?

   Response: "They don't need to learn anything. We will take care of them."

   Expectation: The American sponsor will take care of them.

   Where would the refugee (American) live?

   Response: "In my house, of course!"

   Expectation: The American sponsor will have them stay in the sponsor's home.

   How long will the refugees (Americans) be helped by or live with you?

   Response: "As long as they want to stay. We are happy to have them."

   Expectation: The American sponsor will help them indefinitely.

   Almost any facet of sponsorship expectations can be made into a question whose answer will often reveal misconceptions about sponsors.

3. Make a list on the board of what they, the refugees in the role of sponsor, would teach the American and talk about them one by one as they relate to the experience the refugees may have with American sponsors.

4. Make additions to the refugee list. Since the Indochinese situation may not include all CO topics such as banking, social services, etc., the teacher will probably have to bring them up.

CULTURAL ORIENTATION CURRICULUM

XI. THE TRANSIT PROCESS

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77. Students can describe the transit process from Southeast Asian camp to their new community in the U.S.:

- preparation prior to the flight
- baggage rules and regulations
- aircraft familiarization
- arriving in the U.S.
- travel to final destination

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: TRANSIT
CONTENT STANDARD: 77
SUBMITTED BY: CO Staff
SITE: Galang

SEAT 12 A*

Levels: All

I. **OBJECTIVE:** Students understand the concept of assigned seats on board the airplane.

II. **MATERIALS:** Picture Story (Attached)

III. **BACKGROUND INFORMATION:**

This picture story is one of several which were created for use in Galang. Each story includes pictures, conversation bubbles and/or sight words. The conversation bubbles contain words, phrases or symbols which serve as cues which the student can use to create picture story dialogue. There is a "punch line" at the end of many of the stories.

The characters that trip and stumble through these picture stories are meant to be a kind of Everyman/Everywoman. They somtimes have to deal with absurdity but most of the time they are just caught up in the struggle of adjusting to a new country through the filter of a new language and a new culture.

IV. **ACTIVITY:**

1. Have students look at the picture story frame by frame.
2. Ask individual students to describe what they see in each frame as given below.

SITUATION: A man has difficulty finding his correct seat on a plane.
Last Frame: He's in the wrong seat again.

1 The man looks at the plane.

2 He shows his boarding pass.
(It's Flight 51 seat 12 A).

3 He sits in row 13.

4 A woman shows him her boarding pass.

5 He looks at his own boarding pass.
He's in the wrong seat.

6 He's embarrassed.

---

*"Seat 12A" comes from **America, In Sight,** Fred Ligon and Herman S.K., The Experiment in International Living, 1982.

7 He sits in row 11.

8 A man shows him his boarding pass.

9 He looks at his own boarding pass.
He's in the wrong seat again.

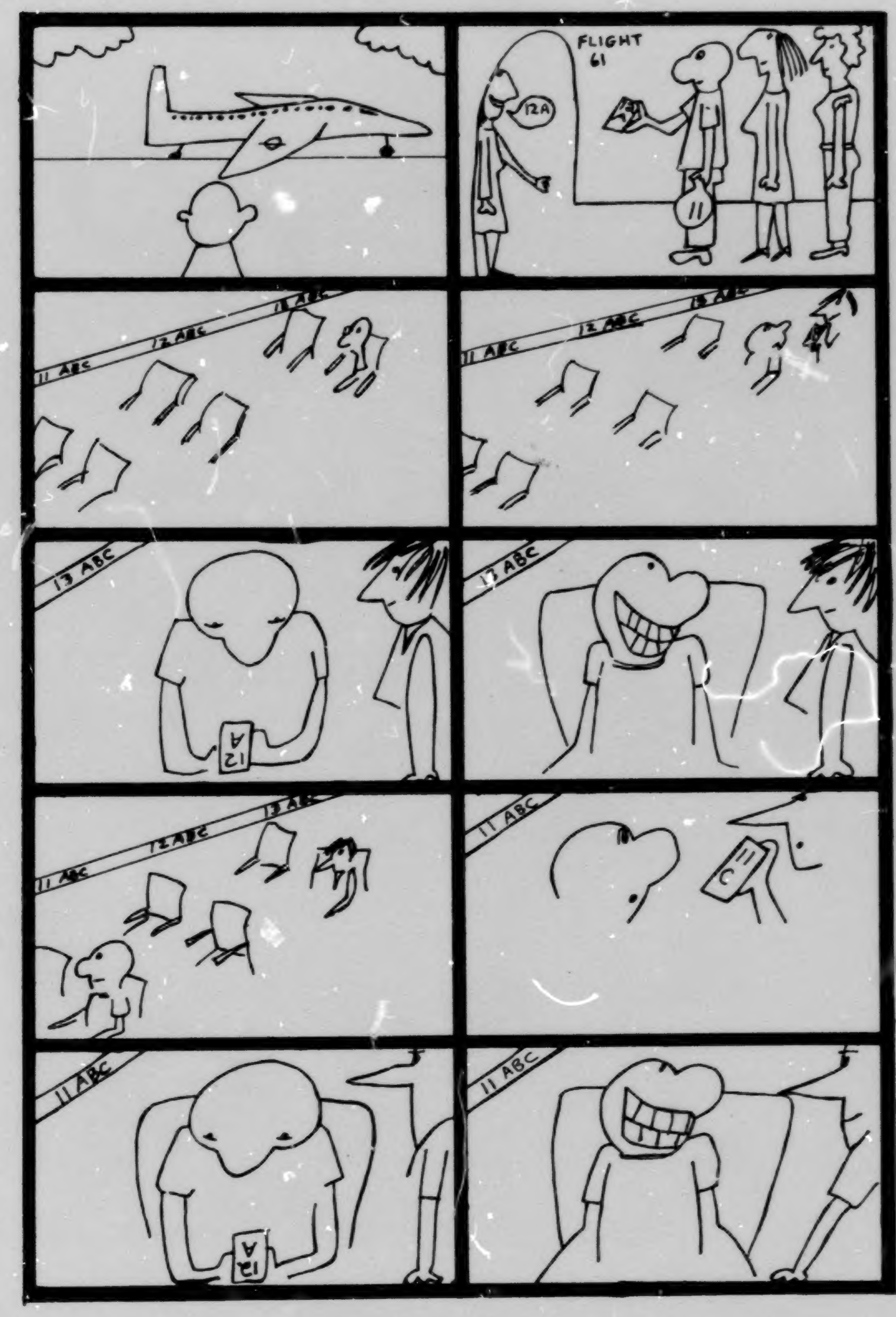
10 He's embarrassed again.

NOTE: Each boarding pass shows the row and seat where a passenger is expected to sit. Passengers cannot sit wherever they want.

3. Use following questions for discussion and review:

- What does a boarding pass show?
- Why does the woman show him her pass?
- What should you do if your pass is unclear?

ATTACHMENT


FLIGHT 61
12A
11
11 ABC
12 ABC
13 ABC
11 ABC
12 ABC
13 ABC
13 ABC
12 A
13 ABC
11 ABC
12 ABC
13 ABC
11 ABC
11 C
11 ABC
12 A
11 ABC

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: TRANSIT
CONTENT STANDARD: 77
SUBMITTED BY: CO Staff
SITE: Galang

AIRPLANE*

Levels: A, B.

I. **OBJECTIVE:** Students practice for airport departure by reading flight/gate/seat number and time of departure

II. **MATERIALS:** AIRPORT Board Game and Worksheet (Attached)
Dice, different color markers for each student

III. **ACTIVITY:**

1. The students put their markers in the upper left-hand corner of the board.

2. Each student throws one die and moves the number of spaces designated by the die.

3. The box that the student lands on shows what information s/he should use when filling out the worksheet.

4. After each move indicated by the die, each student should also move his/her marker to the next corner before throwing the die again. Moving to the next corner makes it impossible to have more than one element from each row.

   Example: Student 1 throws the die and gets a "3." S/he moves her/his marker three spaces to "72." S/he fills in this information in the flight number section The other students then throw the die and fill in the flight number information. Then student 1 moves to the box "Gate Number" and again throws her/his die. If s/he throws "1" s/he moves to the box labeled "3" and puts this number in the blank "Gate Number." Each student continues in turn until ever[illegible]'s worksheet is filled in.

5. After students have all filled in their worksheets, the teacher can review [illegible] the students the steps in the transit process at the airport, e.g., prepa[illegible] board the aircraft, security checks, etc.

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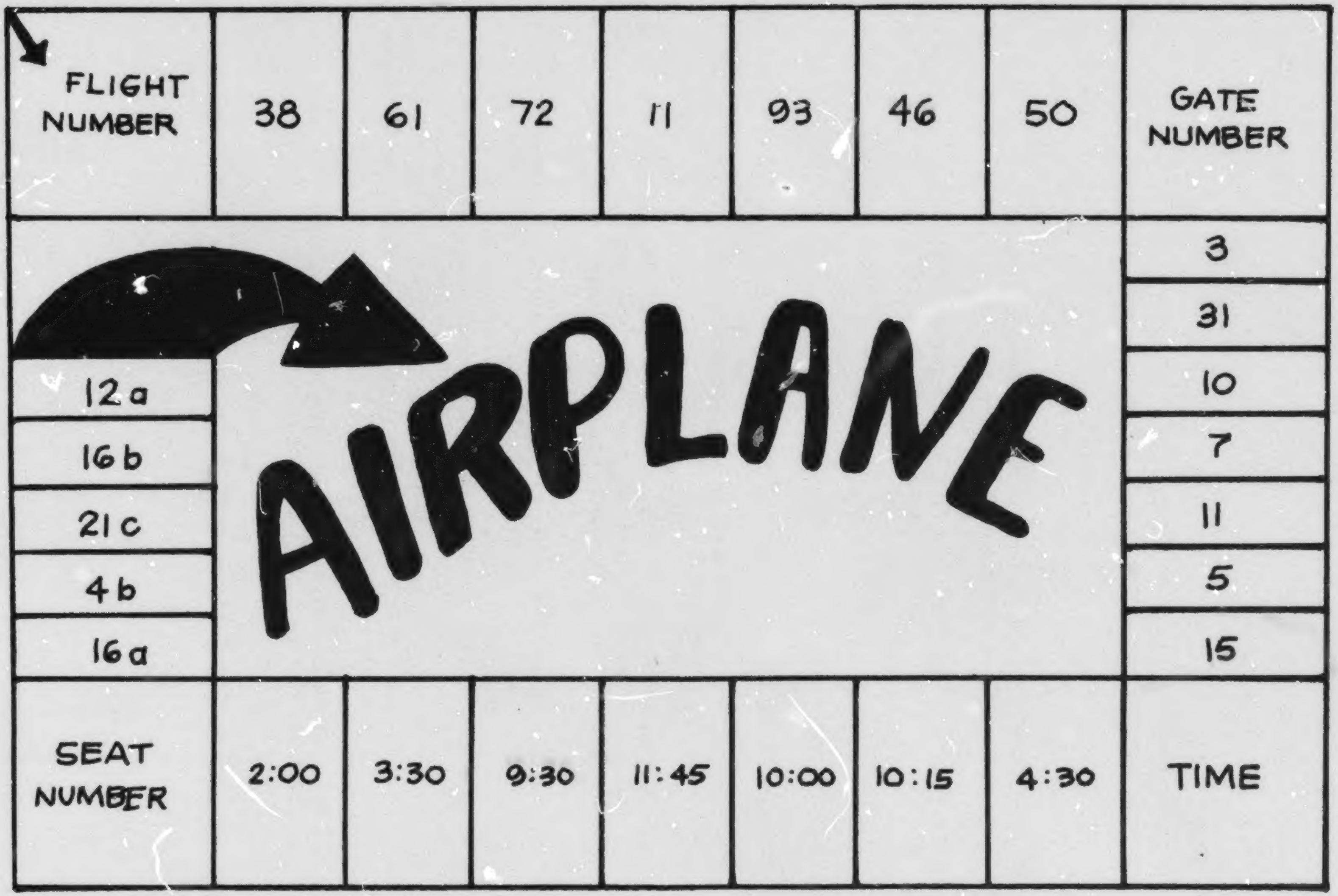
*"Airplane" comes from In Sight, Fred Ligon, The Experiment in International Living, 1982.


FLIGHT NUMBER
38
61
72
11
93
46
50
GATE NUMBER
3
31
10
7
11
5
15
TIME
4:30
10:15
10:00
11:45
9:30
3:30
2:00
SEAT NUMBER
16a
4b
21c
16b
12a
AIRPLANE

216

217

FLIGHT NUMBER

GATE NUMBER

TIME

SEAT #

FLIGHT NUMBER

GATE NUMBER

TIME

SEAT #

FLIGHT NUMBER

GATE NUMBER

TIME

SEAT #

AIRPLANE GAME

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: TRANSIT
CONTENT STANDARD: 77
SUBMITTED BY: CO Staff
SITE: Galang

ARRIVAL*

Levels: All

I. OBJECTIVE: Students will have realistic expectations about the reception by their sponsor in the U.S.

II. MATERIALS: Picture Story (Attached)

III. ACTIVITY: Using the same Background Information and Procedure as in Activity SEAT 12 A under Topic Area Transit, the teacher presents the following picture story:

SITUATION: A man and his two children arrive at an airport in the U.S. for the first time. They collect their bags and then wait for their sponsor to arrive. *Last Frame:* The sponsor arrives and tells them to follow him.

FRAME BY FRAME:

1 A man and two children arrive at the airport.
They go to claim their baggage.

2. The man picks up his two bags.
The man has two baggage claim tickets.

3. It's 3:00.
They're ready to meet their sponsor.

4. It's 5:00.
There is no sponsor yet.

5. The man goes to the information clerk.
He asks, "Where is my sponsor?"
The man says, "Wait here."

6 They sit down and wait.

7 They see someone.
The man asks, "Are you our sponsor?"
The other man doesn't talk.

8 The man asks, "What is your nationality?"
They tell him.

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*"Arrival" comes from **America, In Sight**, Fred Ligon and Herman S.K., The Experiment in International Living, 1982.

9. The man asks, "What is your name?"
They tell him.

10 He says, "Come with me."

NOTE: Sponsors almost always meet refugees when they arrive at the airport. Occasionally they are late. Most are pleasant and helpful. The one in this story is rude and not very interested in the family.

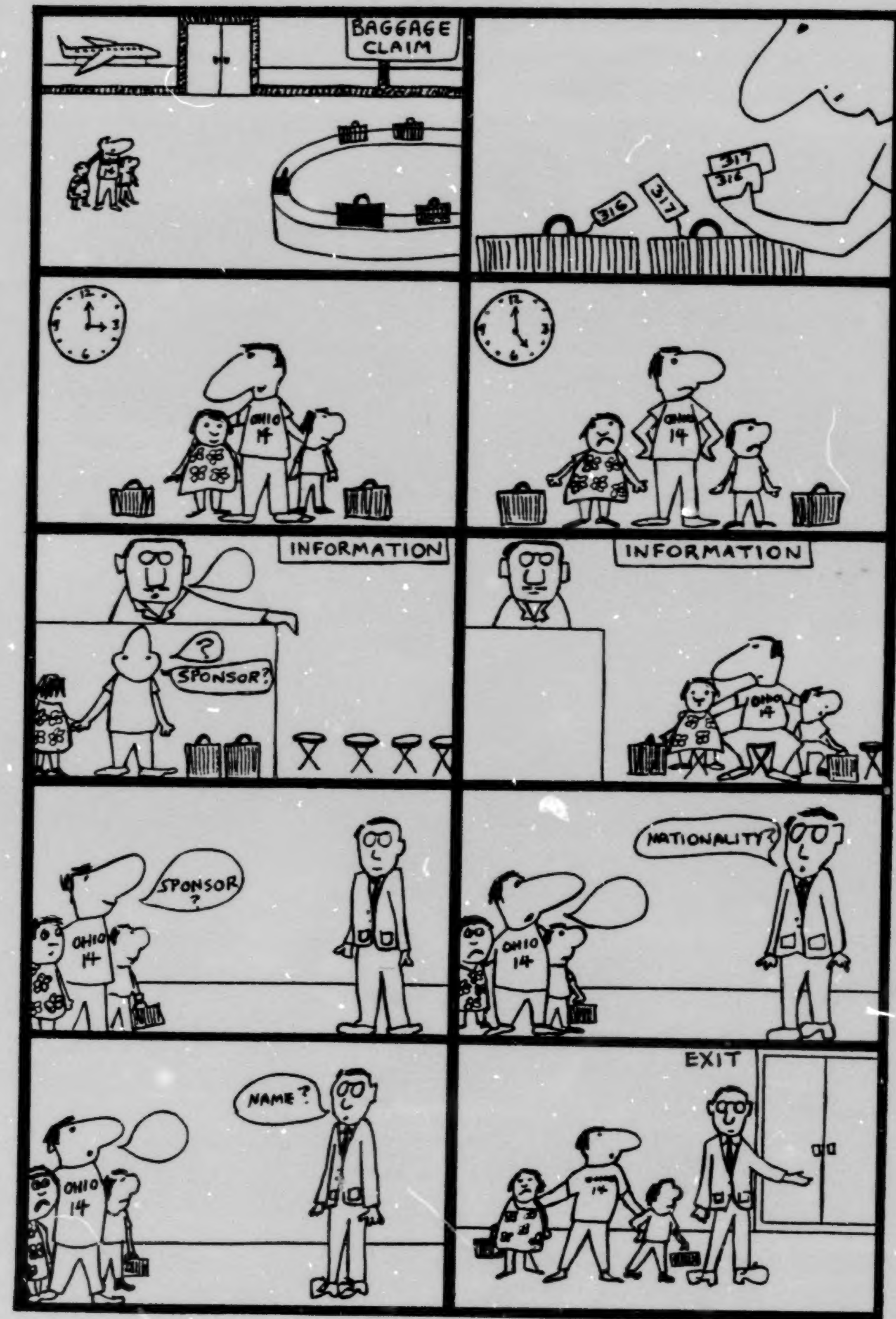
DISCUSSION QUESTIONS:

Why does the little girl cry?

Who are the family waiting for?

Is the sponsor happy to see the family? Why/why not?

ATTACHMENT



U.S. AIRPORT......ARRIVAL

CULTURAL ORIENTATION CURRICULUM

Activities Guide

PART TWO
Integrated Model

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THE INTEGRATED ESL/CO CURRICULUM

Introduction

The Integrated ESL/CO curriculum combines the teaching of English as a Second Language with Cultural Orientation. The Integrated class is designed to be taught by one teacher with the aid of an Assistant Teacher (AT) who not only acts as an interpreter but also assists the teacher with various drills and exercises for group work and individualized instruction.

The curriculum is based on 14 major topic areas:

1. Classroom Orientation
2. Resettlement and Sponsorship
3. Social Relationships
4. Transportation
5. Communication Systems
6. Housing
7. Food
8. Clothing
9. Health
10. Employment
11. Laws and Mores
12. Community Services
13. Banking
14. Transit

Two sets of competencies are defined for each of the topic areas: those for ESL and those for CO. Interwoven in these are the major themes of *Time* and *Money*.

Integration of the two sets of competencies is done according to several basic principles: 1) From familiar to unfamiliar 2) From easy to difficult 3) From general to specific 4) CO precedes ESL.

Some of the major topic areas are more complex and are divided into several sections. Different aspects of one topic are inter-related with other topics and thus appear at different times. This "spiralling" effect allows for re-enforcement and review throughout the progression of lessons.

The Integrated Curriculum is aimed at Level A students, those who are non-literate in both their own language and in English. For this reason, certain subjects such as numbers and basic literacy are emphasized while others found in higher level classes are not included.

The format of the curriculum displays the sequence and interaction of CO and ESL competencies. A topic is introduced in the CO session and discussed from the point of view of the native country, the refugee camp, and the U.S. English language instruction follows and is divided into listening, speaking, and literacy skills. Explanatory notes are given to the teacher for both CO and ESL components.

Following pilot classes in May 1982 revisions were made in the original curriculum. At present additional teaching activities are being prepared for use with integrated classes.

SEQUENCE OF COMPETENCIES

1 – CLASSROOM ORIENTATION

1.1 *Describe course and appropriate classroom behavior*
1.2 Identify self during roll call
1.3 Recognize classroom signs
1.4 *Describe greetings, e.g., verbal and non-verbal*
1.5 Greet and be greeted
1.6 Identify day
1.7 End conversation
1.8 Identify self (Name and ID Number)
1.9 *Describe the use of ID numbers*
1.10 Follow simple directions
1.11 Tell time
1.12 *Describe ways to learn a language*
1.13 Ask for English word
1.14 *Describe ways of indicating lack of understanding and asking for clarification*
1.15 State lack of understanding and ask for clarification

2 – RESETTLEMENT AND SPONSORSHIP (1)

2.1 *Describe own experiences in moving from native country to camp of 1st asylum to PRPC*
2.2 *Describe the steps involved in being accepted for resettlement in the US*
2.3 Recognize own name
2.4 Fill out form (ID NUMBER)
2.5 *Describe the roles and responsibilities of a sponsor*
2.6 Identify sponsor
2.7 Tell time

3 – SOCIAL RELATIONSHIPS (1)

3.1 *Describe aspects of living in a multiethnic society*
3.2 Fill out form (NAME)
3.3 Identify self (country of origin and language background)
3.4 Tell time

4 – TRANSPORTATION (1)

4.1 *Using maps, describe distances in miles and time (e.g., from native country to country of first asylum, to PRPC to the US)*
4.2 State location of own home at the PRPC
4.3 Fill out form (ADDRESS)
4.4 Recognize own address
4.5 State location of own sponsor in the US
4.6 *Describe appropriate helpers in asking for directions*
4.7 *Describe common US landmarks (e.g., blocks) in asking for and giving directions*
4.8 Ask for information in order to find out where a place is located at the PRPC
4.9 Using given information, locate a place at the PRPC
4.10 Ask for directions in order to get to a place at the PRPC
4.11 Follow directions in order to get to a place at the PRPC

5 – COMMUNICATION SYSTEMS (1)

5.1 *Describe face-to-face communication systems, i.e., verbal/nonverbal*
5.2 Introduce self
5.3 Introduce others
5.4 *Describe face-to-face communication systems, i.e., direct/indirect*
5.5 *Describe face-to-face communication systems, i.e., formal/informal*

6 – SOCIAL RELATIONSHIPS (2)

6.1 *Describe family relationships, e.g., nuclear/extended, husband/wife, parent/child/sibling, the elderly*
6.2 Introduce own family members
6.3 State own marital status
6.4 Fill out form (MARITAL STATUS)
6.5 Recognize day
6.6 Identify day's date
6.7 *Describe single lifestyles and male/female roles*
6.8 Fill out form (SEX)

7 – HOUSING (1)

7.1 *Describe different kinds of housing*
7.2 Describe own family/household size
7.3 State own housing needs
7.4 *Describe sections of a house and how they are used*
7.5 Ask for information about the location of different rooms in the house
7.6 Using given information, locate room
7.7 *Describe furniture, appliances and utensils*
7.8 State furniture and appliance needs
7.9 *Describe utilities*
7.10 State utility needs
7.11 *Describe food storage and disposal of garbage*
7.12 Recognize signs in and around housing

**Italized competencies are native language/CO competencies.*

7.13 Ask for information about the location of facilities within housing
7.14 Using given information, locate facilities

– COMMUNICATION SYSTEMS (2)

8.1 *Describe communication media (e.g., face-to-face, letters, newspapers, radio, TV, telephones)*
8.2 *Describe private telephone systems (i.e., availability, equipment, use, functions, cost)*
8.3 Recognize sounds on a telephone
8.4 Recognize numbers on a telephone
8.5 Dial correctly when given a written phone number
8.6 Copy a telephone number
8.7 Write a telephone number when dictated
8.8 Greet and be greeted
8.9 Identify self (Name)
8.10 Spell own name
8.11 Ask for desired party/respond to request for desired party
8.12 Ask if there is/give a message
8.13 Express lack of understanding/ask for clarification
8.14 End conversation (on the phone)

9 – FOOD (1)

9.1 *Describe common foods*
9.2 *Describe how food is obtained*
9.3 State food needs
9.4 *Describe obtaining food – who does it, when*
9.5 Ask for information in order to find out where a market is located
9.6 Using given information, locate a market
9.7 Ask for directions in order to get to a market
9.8 Follow directions in order to get to a market
9.9 *Describe food mores and taboos*
9.10 State food preferences

10 – CLOTHING (1)

10.1 *Describe typical clothing*
10.2 State own clothing needs
10.3 State own family members' clothing needs
10.4 *Describe clothing worn in different kinds of weather*
10.5 State own clothing needs as related to weather
10.6 *Describe appropriateness of clothing worn on different occasions*
10.7 Tell time
10.8 *Describe obtaining clothing, e.g., what kind, where and who obtains clothing*
10.9 Ask for information in order to find out where to buy clothing
10.10 Using given information, locate a place to buy clothing
10.11 Ask for directions in order to get to a place to buy clothing
10.12 Follow directions in order to get to a place to buy clothing

11 – HEALTH (1)

11.1 *Describe concepts of health and sickness*
11.2 Describe own state of being
11.3 Describe own family members' state of being
11.4 Describe own medical problems and needs
11.5 Describe own family members' medical problems and needs
11.6 Describe where pain is located
11.7 *Describe beliefs regarding causes of illness*
11.8 *Describe common beliefs regarding mental health*
11.9 Describe emotional state of being

12 – EMPLOYMENT (1)

12.1 *Describe concepts of work and own work experience in the native country, at PRPC and other refugee centers, and in the US*
12.2 Describe own work experience in the native country
12.3 Describe own job at PRPC
12.4 Describe own work time at PRPC job
12.5 Read own work schedule
12.6 *Describe skills needed to do own job*
12.7 Describe own skills that could be applied to a job situation

13 – COMMUNICATION SYSTEMS (3)

13.1 *Describe public telephone systems*
13.2 Ask for information in order to find out where a public telephone is located
13.3 Using given information locate a public telephone
13.4 Recognize symbol for public telephone
13.5 Recognize and obtain correct coins for public phone

14 – LAWS AND MORES (1)

14.1 *Describe causes and common types of crime, and types of punishment*
14.2 *Describe behavior which may be regarded as unacceptable or illegal*
14.3 Identify self
14.4 Fill out form (DATE OF BIRTH)

14.5 Identify family members (Name)
14.6 Describe law enforcement agencies
14.7 Ask for help and explain problem or state need
14.8 Describe citizens' rights

15 – HOUSING (2)

15.1 Describe emergencies in the home
15.2 Read signs in and around housing
15.3 Ask for help in an emergency and state location of problem (face-to-face)
15.4 Make an emergency phone call: dial the police or fire department
15.5 Make an emergency phone call: greet and be greeted
15.6 Make an emergency phone call: ask for help or explain problem or state a need
15.7 Make an emergency phone call: state location of the problem
15.8 Make an emergency phone call: state phone number being called from
15.9 Make an emergency phone call: end conversation
15.10 Describe relationship with neighbors
15.11 Recognize day's date

16 – COMMUNITY SERVICES (1)

16.1 Describe the concept of a community.
16.2 Describe services provided by a community
16.3 Ask for information in order to find out where the post office is located.
16.4 Using given information, locate post office.
16.5 Ask for directions in order to get to the post office.
16.6 Follow directions in order to get to the post office.
16.7 Recognize signs in and around post offices.
16.8 State postal needs.
16.9 Ask for price of postal services.
16.10 Recognize prices of postal services.
16.11 Pay for postal services.
16.12 Recognize and order components of US address and place correctly on envelope.
16.13 Recognize mail slots.
16.14 Describe relationships of community members to people in an official capacity.
16.15 Describe taxation.

17 – HEALTH (2)

17.1 Describe when to call for medical help.
17.2 Describe how to obtain medical help.
17.3 Make a doctor's appointment on the phone: greet and be greeted.
17.4 Make a doctor's appointment on the phone: state need.
17.5 Make a doctor's appointment on the phone: determine the date and time of the appointment.
17.6 Make a doctor's appointment on the phone: check back to make sure of the time.
17.7 Make a doctor's appointment on the phone: end conversation.
17.8 Read a medical appointment card.
17.9 Ask for a medical appointment face to face.
17.10 Ask for information in order to find out where a medical facility is located.
17.11 Using given information, locate a medical facility.
17.12 Ask for directions in order to get to a medical facility.
17.13 Follow directions in order to get to a medical facility.
17.14 Recognize signs in and around a medical facility.
17.15 Describe diagnosing illness
17.16 Follow instructions during a medical exam.
17.17 Answer questions about own height and weight.
17.18 Fill out medical form

18 – EMPLOYMENT (2)

18.1 Describe attitudes toward work.
18.2 Describe common entry level jobs in the US.
18.3 Describe ways of finding a job.
18.4 Recognize HELP WANTED signs.
18.5 Locate appropriate helpers in an employment office or potential employer at worksite.
18.6 Ask for work in an employment office or on the job site.
18.7 Describe relevant job skills, including language background.
18.8 Describe own educational background.
18.9 Fill out simple job application form, give relevant information.
18.10 Describe work hours, wages, and methods of payment as well as benefits.
18.11 Ask about work hours.
18.12 Answer questions about shifts and starting dates.

19 – COMMUNITY SERVICES (2)

19.1 *Describe sources and types of assistance.*
19.2 *Describe own formal and informal educational experience*
19.3 *Describe formal educational institutions.*
19.4 *Describe attitudes toward learning and expectations of student/teacher behavior.*
19.5 *Describe educational opportunities for refugees in the US.*
19.6 Identify family members (number and ages).
19.7 Ask for information in order to find out where a school/office is located.
19.8 Using given information, locate a school/office.
19.9 Ask for directions in order to get to a school/office.
19.10 Follow directions in order to get to a school/office.
19.11 Recognize signs in and around a school/office.

20 – BANKING

20.1 *Describe ways of keeping money safe and bank services.*
20.2 Ask for info to find out where a bank is located.
20.3 Using given information, locate a bank.
20.4 Ask for directions in order to get to a bank.
20.5 Follow directions in order to get to a bank.
20.6 Recognize signs in and around a bank.
20.7 Recognize abbreviations for days
20.8 Recognize digital time (AM/PM) on signs.
20.9 Endorse a check.
20.10 Provide identification.
20.11 Ask for a money order.
20.12 Pay for a money order.

21 – EMPLOYMENT (3)

21.1 *Describe relationships between employers and employees*
21.2 Follow one-step oral and demonstrated instructions.
21.3 Acknowledge 1-step oral and demonstrated instructions.
21.4 Express lack of understanding and ask for clarification.
21.5 Acknowledge clarification.
21.6 Give and respond to warnings.
21.7 Apologize for making a mistake.
21.8 Call in late/sick: greet and be greeted; ask for desired party.
21.9 Call in late/sick: identify self and state problem.
21.10 Call in late/sick: end conversation.

21.11 Apologize for and explain reason for being late (face-to-face)
21.12 Ask for permission to take care of sickness
21.13 *Describe relationships between co-workers.*
21.14 Ask and respond to personal information questions while conversing with co-workers.
21.15 Describe weather conditions.

22 – TRANSPORTATION (2)

22.1 *Describe transportation services, e.g. types, use, cost, and methods of payment*
22.2 Ask for information in order to find out where means of transportation are located.
22.3 Using given information, locate means of transportation.
22.4 Ask for directions in order to get to means of transportation.
22.5 Follow directions in order to get to means of transportation.
22.6 Recognize signs for transportation.
22.7 Locate correct intra-city vehicle.
22.8 Locate stop or destination.
22.9 Ask for intra-city transportation fare.
22.10 Ask for transfer.
22.11 Locate correct inter-city vehicle.
22.12 Ask for inter-city transportation fare.

23 – CLOTHING (2)

23.1 *Describe clothing shopping, e.g. where/how to shop economically and methods of payment*
23.2 Ask for information in order to find out where clothing store is located.
23.3 Using given information, locate clothing store.
23.4 Ask for directions in order to get to clothing store.
23.5 Follow directions in order to get to clothing store.
23.6 Recognize signs outside clothing stores.
23.7 Ask for information in order to find clothing items within a store.
23.8 Using given information, locate clothing items within a store.
23.9 Ask for directions in order to get to clothing items.
23.10 Follow directions in order to get to clothing items.
23.11 Recognize signs within a clothing store.
23.12 *Describe how clothing/cloth is measured*

23.13 Request own size
23.14 Recognize sizes on labels
23.15 Describe fit
23.16 Ask for price
23.17 Recognize price
23.18 Pay for clothing and get correct amount of change
23.19 Return merchandise

24 – FOOD (2)

24.1 Describe food shopping, e.g where to shop economically
24.2 Ask for information in order to find out where a food store is located
24.3 Using given information, locate food store
24.4 Ask for directions in order to get to food store
24.5 Follow directions in order to get to food store
24.6 Recognize signs outside food store
24.7 Ask for information in order to find food items within a store
24.8 Using given information, locate food items within a store
24.9 Ask for directions in order to get to food items
24.10 Follow directions in order to get to food items
24.11 Recognize signs within a food store
24.12 Describe economical food shopping and food packaging e.g. units of measurement and food costs
24.13 Ask for price
24.14 Recognize prices
24.15 Pay for food and get correct amount of change

25 – HEALTH (3)

25.1 Describe types of medical services.
25.2 Describe medical costs and methods of payment
25.3 Describe hospital regulations regarding visitors
25.4 Describe remedies and cures
25.5 Ask for information in order to find out where pharmacy is located
25.6 Using given information, locate pharmacy
25.7 Ask for directions in order to get to a pharmacy
25.8 Follow directions in order to get to a pharmacy
25.9 Recognize signs in and around a pharmacy
25.10 Ask for non-prescription medicine
25.11 Ask for prescription medicine
25.12 Ask for price of medicine

25.13 Recognize price signs
25.14 Pay for items/medicine and get correct amount of change
25.15 Follow instructions about treatment

26 – HOUSING (3)

26.1 Compare and contrast urban and rural housing
26.2 Describe ways to find a house
26.3 Describe tenant-landlord responsibilities
26.4 Ask for information about housing costs
26.5 Recognize signs
26.6 Request repairs by phone: greet and be greeted and ask for desired party
26.7 Request repairs by phone: leave a message if desired party not in
26.8 Request repairs by phone: state problem and address
26.9 Request repairs by phone: establish time
26.10 Request repairs by phone: confirm time
26.11 Request repairs by phone: end conversation

27 – SOCIAL RELATIONSHIPS (3)

27.1 Describe relationships between neighbors

28 – LAWS AND MORES (2)

28.1 Describe alcoholic beverage and drug laws
28.2 Describe marriage laws
28.3 Describe divorce laws
28.4 Describe permits and licenses required by law
28.5 Describe other illegal activities

29 – EMPLOYMENT (4)

29.1 Describe job mobility
29.2 Describe causes and ways of coping with unemployment
29.3 Describe employment opportunities for women

30 RESETTLEMENT AND SPONSORSHIP – (2)

30.1 Describe documents establishing refugee status
30.2 State length of stay in refugee camps
30.3 Describe duration of English studies
30.4 Describe own family

30.5 Describe requirements for acquiring US citizenship
30.6 Describe "good citizenship."

31 FOOD – (3)

31.1 Describe special occasions requiring special food preparation
31.2 Invite/be invited to a meal by phone: greet and be greeted, ask for desired party, and identify self
31.3 Invite/be invited to a meal by phone: offer/refuse/accept invitation
31.4 Invite/be invited to a meal by phone: establish time
31.5 Invite/be invited to a meal by phone: end conversation
31.6 Describe appropriate behavior at meals
31.7 Describe social calls, appropriate times and food preparation involved
31.8 Offer hospitality and respond appropriately
31.9 Give and receive compliments about food
31.10 Describe restaurants, including fast food places
31.11 Ask for information in order to find out where a fast-food place is located
31.12 Using given information, locate a fast food place
31.13 Ask for directions in order to get to a fast-food place
31.14 Follow directions in order to get to a fast-food place
31.15 Recognize signs
31.16 Order food in a restaurant/fast food place
31.17 Recognize common foods on a menu
31.18 Ask for total or check
31.19 Recognize prices
31.20 Pay for food and get correct amount of change

32 TRANSPORTATION – (3)

32.1 Describe traffic laws and regulations
32.2 Ask for help when lost

33 HEALTH – (4)

33.1 Describe ways of maintaining personal hygiene
33.2 Describe the relationship of food to health
33.3 Describe beliefs related to pregnancy and practices related to childbirth
33.4 Describe beliefs regarding family size
33.5 Describe attitudes toward family planning and methods used

34 TRANSIT

34.1 Describe pre-departure procedures
34.2 Describe airport procedures
34.3 Ask for help if lost at the airport
34.4 Ask for information in order to locate gate, flight, seat
34.5 Using given information, locate gate, flight, seat
34.6 Recognize signs in and around airports in order to locate gate, flight, seat
34.7 Ask for information in order to locate restrooms.
34.8 Using given information, locate restrooms.
34.9 Ask for directions to get to restrooms.
34.10 Follow directions in order to get to restrooms.
34.11 Recognize signs in and around airports to locate restrooms.
34.12 Describe airplane procedures
34.13 Ask for information in order to locate restrooms (on the plane)
34.14 Using given information, locate restrooms (on the plane)
34.15 Ask for directions to get to restrooms (on the plane).
34.16 Follow directions to get to restrooms (on the plane)
34.17 Recognize restrooms signs on the plane.
34.18 Describe food/drink needs on the plane.
34.19 Recognize signs on the plane.
34.20 Describe other needs on the plane
34.21 Describe procedures upon arrival in the US.
34.22 Congratulate and be congratulated.

PURPOSE; STUDENT PROFILE

To provide learning experiences which would give the nonliterate refugee basic English skills and cultural information to enable the refugee to participate in American society and to enable the refugee to use his/her own knowledge and cultural background to his/her benefit.

Description of the Members of the Target Population

1. Male and female.
2. Ages 16-55.
3. Consist of different ethnolinguistic groups which may include the Lao, Vietnamese, Khmer, Chinese.
4. Are with families or alone (i.e., many having left family behind or lost them).
5. Are from 1st asylum camps in Malaysia, Thailand, Singapore, Indonesia, or the Philippines, and are at the Philippine Refugee Processing Center in Morong, Bataan, awaiting resettlement.
6. Have suffered considerable social, political and economic upheaval and physical and emotional trauma in the recent past.
7. Are, to some extent, in a state of disorientation.
8. Have a variety of nontechnological occupations and skills.
9. Are mostly from the rural population (in some classes the urban population may be significant).
10. Have had no previous classroom education (as distinguished from informal education received from parents, monks, etc.) and are not familiar with the classroom process.
11. Are nonliterate.
12. Are limited in contact with Western culture.
13. May have medical or dental problems that impede their learning.
14. Are from different religious backgrounds.
15. Are primarily from a low economic level.
16. May have more resettlement problems than other Southeast Asian refugees.
17. Are assigned work duties by PRPC Administration.

Perceived Needs of the Members of the Target Population

1. Being refugees, and having suffered considerable physical and emotional trauma, they would need:
   a. to recover from traumatic experiences;
   b. to develop or regain feelings of confidence and self-worth;
   c. some medical and dental help;
   d. reintegration into a new society.
2. Facing the prospect of resettlement in the U.S.A., they would need:
   a. to be aware of their cultural and linguistic heritage;
   b. an introduction to the culture and language of the U.S.A. which includes:
      1) preliteracy skills
      2) minimal English literacy skills.
      3) basic speaking and listening skills
      4) minimal math skills
      5) an awareness of how they may meet their basic needs in the U.S.A.
      6) familiarization with some technology in the U.S.A. (e.g., telephone, elevator, laundromat, etc.)
      7) the application of problem solving skills to situations in the U.S.A.
      8) an awareness of different communication styles (i.e., verbal/nonverbal, direct/indirect, etc.)
      9) an awareness of desirable/undesirable, acceptable/unacceptable behavior and legal and illegal activities in the U.S.A.
      10) realization of the importance of self-help in American culture
      11) an awareness of social relationships in the U.S.A. (including family relationships, male-female relationships, etc.)
      12) an awareness of support systems in the U.S.A.
      13) an awareness of the resettlement program in the U.S.A.

Goals

The refugee will:

1. Develop or regain feelings of confidence and self worth.
2. Develop preliteracy skills (e.g., distinguishing between left and right, top and bottom; sequencing; holding a pencil, etc.)
3. Develop basic English literacy skills (e.g. writing name in block print and cursive; reading important sight words, etc.)
4. Develop basic English speaking and listening skills.
5. Be aware of the differences between his/her own culture and language and the culture and language of the U.S.A.
6. Be aware of the variety of choices to be made and opportunities in the U.S.A.
7. Learn survival techniques and language for life in the U.S.A. (e.g., for meeting basic needs, solving problems, etc.)
8. Be aware of his/her skills which may be transferred into job opportunities.
9. Be aware of the resettlement program in the U.S.A.
10. Be prepared for the transit process.

Objectives

- The student can demonstrate the ability to perform certain preliteracy skills.
- The student can demonstrate the ability to listen to and speak English.
- The student can demonstrate the ability to perform certain basic English literacy skills.
- The student can demonstrate the ability to describe certain aspects of his culture.
- The student can perform certain activities native to his culture.
- The student can demonstrate the ability to express certain differences between his/her culture and American culture.
- Given a variety of choices found in American culture (through simulating American situations), the student can demonstrate the ability to choose according to a particular situation.
- The student can demonstrate the ability to recognize emergencies and respond appropriately.
- The student can demonstrate the ability to meet or ask for assistance in meeting basic needs.
- The student can demonstrate the ability to express difficulty and ask for help.

CURRICULUM FORMAT

INTEGRATED CURRICULUM - LEVEL 1

TOPIC: + + KEY TO SYMBOLS + +

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NATIVE LANGUAGE	ESL	TEACHER'S NOTES
COMPETENCY: COMPETENCIES IN THE NATIVE LANGUAGE	**COMPETENCY:** ESL COMPETENCIES	⇧ *notes and reminders to teachers*

	P.R.P.C.	U.S.A.	APPLICATION	LISTENING	SPEAKING	LITERACY

NATIVE LANGUAGE

(numbered in order of suggested presentation)

- - - - - - - - - - - - - -	broken lines set off a "box" or category of native language content or language
——————— ———————	double lines separate competencies or sets of competencies
Ss	means STUDENTS
[ ]	these brackets show directions to the teacher or a description of the Ss behaviour
( )	include the language within the parentheses IF the Ss can handle it or IF the situation is appropriate
NAME	Sight words are written in CAPITALS in the LITERACY column
⟷	Mastery of both columns is expected

ESL

(numbered in order of suggested presentation)

{ }	obligatory language
{	choose any or all depending on the situation
	no brackets around any of the language means it's all obligatory
a shirt $\overline{\text{CLOTHING}}$	a line with CAPITALS underneath it indicates that the teacher should refer to the double-lined box for the items to be used in that category
$\overline{\text{OWN FAMILY MEMBERS}}$	categories like this, with OWN indicate that the teacher needs to find out the Ss OWN information
CLOTHING	These boxes contain the items to be inserted in the lines with capitals underneath them e.g. $\overline{\text{CLOTHING}}$

R review N new ≠ doesn't equal or doesn't mean

SAMPLE CURRICULUM PAGE

INTEGRATED CURRICULUM - LEVEL 1

7

TOPIC: RESETTLEMENT AND SPONSORSHIP (1)

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NATIVE LANGUAGE				E S L			TEACHER'S NOTES
COMPETENCY: 2.1 Describe own experiences in moving from native country to camp of 1st (2nd. . .) asylum to PRPC 2.2 Describe the steps involved in being accepted for resettlement in the U.S.				**COMPETENCY:** 2.3 Recognize own name 2.4 Fill out form (ID number)			
NATIVE COUNTRY/FIRST ASYLUM	P. R. P. C.	U. S. A.	APPLICATION	LISTENING	SPEAKING	LITERACY	
1. Description of escape from native country. 2. Description of experiences in 1st (2nd. . .) asylum camp.	Description of arrival and initial experiences in PRPC						
1. Assigning of refugee status by host country. 2. UNHCR pre-interview 3. JVA interview 4. INS interview 5. ICM medical 6. Flight to Manila	1. JVA interview 2. ACVA referral for assurance 3. Work credits 4. ESL/CO 5. Assurance 6. ICM medical 7. Final JVA interview 8. Departure	Brief description of US arrival and meeting the sponsor	1. Giving accurate and consistent data is important. 2. Possible causes of delays and what to do, e.g., check with the Refugee Coordinator's office.	[R] What's your / his / her name? ↔	[R] Son Vann. NAME	[N] [SS RECOGNIZE OWN NAME]	+ *Arrival in the US and meeting the sponsor will be considered in detail later. Keep it BRIEF here.*
				[R] What's your first / last name? ↔	[R] My first / last name is Pat OWN FIRST NAME Ryan OWN LAST NAME Pat OWN FIRST NAME Ryan OWN LAST NAME		+ *T. should check latest data on the Resettlement process.*
				[R] Is your name Pat? NAME Are you Pat? NAME ↔	[R] Yes. No. My name is John. NAME	[R] [SS READ OWN ID NUMBER] [R] ID	
				[R] What's your ID number?	[R] My ID number is OWN ID NUMBER OWN ID NUMBER	[N] [SS WRITE OWN ID NUMBER AFTER SIGHT WORD]	

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: COMMUNICATION
CONTENT STANDARD: 8
SUBMITTED BY: Integrated Program Staff
SITE: Bataan

IP Topic Area: **CLASSROOM ORIENTATION** Level: A Integrated

I. **COMPETENCY:** Describe greetings, verbal and nonverbal. (IP 1.4)

II. **ACTIVITIES:**

1. Teacher introduces lesson by asking:

   - In your country, how do people greet each other?
   - Can you show me how you greet each other?
   - Do you say anything when you greet each other?
     What do you say? What does the greeting mean?

2. Teacher explains that in America, people greet each other by saying HELLO or HI. As they say HELLO or HI, they shake hands firmly, looking directly in each other's eyes, without bowing. HI and HELLO are words of greeting; they do not have special meanings.

   The handshake should be firm — not too tight, nor too loose. A firm handshake shows warmth, directness, and confidence. A limp handshake may be seen as weakness, untrustworthiness.

3. Teacher and AT demonstrate a greeting, handshake and eye contact.
   Teacher goes around room shaking hands with everybody. In doing so, he or she establishes good eye contact and says HI or HELLO. AT assists.
   Teacher instructs students to stand up and greet each other saying HI or HELLO.

4. Teacher explains that HELLO is generally regarded as more formal than HI. For example, when two people are formally introduced to each other, HELLO would be appropriate. In greeting somebody on the street, a wave of the hand or HI is appropriate.

   Teacher asks:

   - In your country, do you have a special greeting for a person with a high rank, like a government official or a monk?
   - Could you show me how you would greet somebody of high rank or position?
   - What about greetings between men and women?
     When a man meets a woman on the street, or vice versa, how would they greet each other?

   Teacher notes who defers to whom. If deference is shown by one party, teacher may ask the class for confirmation of the observation by asking:

   - Are women expected to show more respect to men?
   - Are men expected to show more respect to women? Why?
   - How about young people meeting older people?
     How would they greet each other?

- Since being here in camp, have you learned any new ways of greeting each other?
- Could you show me those ways?

5. Teacher explains that in the United States, people tend to greet each other in the same way and that differences in rank, position, age, or sex do not have much importance. A boss, for example, will greet an employee very informally, and the employee is expected to return the informal greeting. A child can greet an older person informally.

   Teacher and AT demonstrate different greetings and students practice.

TOPIC: CLASSROOM ORIENTATION

BATAAN-REVISED JAN. 1983

NATIVE LANGUAGE	ESL
COMPETENCY: 1.4 Describe greetings, e.g. verbal and non-verbal	**COMPETENCY:** 1.5 Greet and be greeted 1.6 Identify day

NATIVE COUNTRY/FIRST ASYLUM	P.R.P.C.	U.S.A.	APPLICATION	LISTENING	SPEAKING	LITERACY	TEACHER'S NOTES
Description of ways of greeting people, e.g., one another, a monk, a teacher, a man/woman, a younger person, an older person, a friend, a boy/girlfriend, a husband, a wife. A. Verbal B. Non-verbal	Comparison and contrast of ways of greeting people	General description of greetings in America A. Verbal B. Non-verbal	1. "Hi" and "hello" are most commonly used, but "hello" is more formal and "hi" is generally for friends. 2. Handshakes and waves are the most common non-verbal greetings. 3. Hugging and kissing generally indicate a close/intimate relationship. 4. Egalitarianism is valued (re: age, sex, social status). 5. A strong handshake, firm voice, and eye contact are important.	Hello. Hi. ↔ Good morning Good afternoon Good evening.			*+ Use greetings appropriate to class time.* *+ Greetings may be introduced over several days.*
				How are you? ↔	I'm fine, thank you. Okay.		*+ Ss are expected to understand the attitudes underlying greetings in the US e.g. the high value placed on assertiveness and directness. See p. 16.*
				↔ Fine, thanks. Okay, thanks.	And you?		*+ Note the rising intonation on ""And you? "and the stress on "you".*
				What's today? ↔	Monday DAY		*+ Introduce one day at a time on that day*

TOPIC AREA: COMMUNICATION
CONTENT STANDARD: 7
SUBMITTED BY: Integrated Program Staff
SITE: Bataan

IP Topic Area: **CLASSROOM ORIENTATION** Level: A Integrated

I. **COMPETENCY:** Students can describe the use of ID numbers. (IP 1.9)

II. **MATERIALS:** Large visual of ICM card, I-94 card, and Social Security card
Picture series showing different uses of ID cards.

III. **ACTIVITIES:**

1. Teacher introduces lesson by asking:
   - In your country, did you have to use an identification card or an identification number?
   - What did your identification card look like?
     (Students describe or draw physical appearance of ID card.)
   - What information did your card contain?
   - Why did you need an ID card?
   - How did you use your ID card — on what occasions, for what purposes?
   - Do you still have these old ID cards with you?
   - If you still have your ID card, can you bring it to class?
   - After escaping from your country, were you given ID cards in the country of first asylum?
   - Do you remember who gave you ID cards in the country of first asylum?
     (JVA, Red Cross, ICM, etc.)
   - Do you know why they gave you these cards?
   - How did you use these ID cards? for what place or purposes?
   - Do you have your ID card with you?
   - What information is found on your ID card?

2. Teacher explains that in the United States, students will also need to have ID numbers and ID cards.

   You will need these cards for various reasons: to verify your identity at the airport upon arrival, when looking for a job . . . etc. (Show pictures of different uses of ID cards.)

   Your identification card before leaving for the U.S. will look different from the ID card you have now. You will also get other kinds of ID cards when you arrive in the U.S. Here are some examples (show large visuals of sample IDs.)

   ID cards are very important. You should not lose or sell them or give them away.

SUGGESTIONS AND GOALS FOR NEXT CYCLE

— Please add an example of one of your lesson plans used in the last cycle

3. **Evaluation:** Students can describe the features of or information found on ID cards, their uses, and importance.

Test (Write (✓) for a YES answer and (X) for NO):

1. ID cards are used to check your identity when you travel.
2. The ICM card is used when going for medical check-ups at the PRPC.
3. It is all right to leave your ID card anywhere: you don't need it with you when you travel.
4. If someone wants to buy your ID card in the U.S., you should sell it for a high price.
5. You should not lose your ID card.

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TOPIC: CLASSROOM ORIENTATION

BATAAN-REVISED JAN. 1983

NATIVE LANGUAGE				ESL			TEACHER'S NOTES
COMPETENCY: 1.9 Describe the use of ID numbers.				**COMPETENCY:** 1.8 (cont.) Identify self (name and ID number) 1.10 Follow simple directions			+ *ID numbers at the PRPC are prefaced as follows:* *T = Thailand* *BM = Bataan Malaysia* *BHK = Bataan Hongkong* *BP = Bataan Palawan* + *Only the numbers 0-9 are taught here.* + *Say "OH" for the number 0.*
NATIVE COUNTRY/FIRST ASYLUM	P.R.P.C.	U.S.A.	APPLICATION	LISTENING	SPEAKING	LITERACY	
Description of use of ID numbers.	General description of refugee ID numbers.	General description of uses of ID numbers.		What's your ID number?	My ID number is ______ OWN ID NUMBER ______ OWN ID NUMBER	[READ OWN ID NUMBER] ID	
				Please go there. PLACE PLACE there to the {door window blackboard} outside home Please come {here in} {Let's take a break Take a break.}			

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: RESETTLEMENT AND SPONSORSHIP
CONTENT STANDARD: 74, 75, 76
SUBMITTED BY: Integrated Program Staff
SITE: Bataan

IP Topic Area: **RESETTLEMENT AND SPONSORSHIP 1** Level: A Integrated

I. **COMPETENCY:** Describe the roles and responsibilities of a sponsor. (IP 2.5)

OBJECTIVE:
- Students will be able to describe their wants and needs.
- Students will be able to distinguish between wants and needs.
- Students will be able to describe some of their expectations of a sponsor.
- Students will be able to compare their expectations of sponsorship models and sponsor role and responsibilities.

II. **MATERIALS:** Manila paper and felt pens
Pictures depicting common native country and camp experiences.
A flannel board and stick-on pictures may be helpful for this competency.

III. **ACTVITIES:**

1. Teacher introduces lesson by telling students they are going to talk about their needs as refugees and how their needs may be met.
   - Why is it important to discuss your needs?
   - When you left your native country, what things did you lose or leave behind?
   - When you arrived in your first camp, you had very little and you needed many things. What were some of the things that you needed after you escaped to (country of first asylum)?
2. Teacher draws 3 columns on a large sheet of paper. As students describe their needs, teacher sketches them in the first column.
   - Are these needs met at the PRPC?
     (Teacher goes down list of needs that students came up with for first asylum camp.)

   Teacher puts a check mark (✓) where students say YES and an (X) mark where students say NO in the second column.

THAILAND	PRPC	USA
	✓	
	✓	
	✓	

- Apart from these needs, are there other things that you would want to have here at the PRPC?
  (Teacher draws additional responses.)
- When you are in America, what things do you hope to have?
  (As students describe, teacher sketches in third column or makes check mark if item has already been mentioned.)

3. Teacher explains there are things that we want and things we need. Things that we need are things that we cannot live without. Things that we want are things we hope to have after our needs are satisfied. For example, you can live without a radio, but you cannot live without food. Food is a need; a radio is something you can live without but you would want to have. We can have most of our needs and wants satisfied if we have money and resources.

4. Teacher points to pictures drawn in third column, and asks for each item: "Is this a want or a need?" Teacher holds up other pictures: e.g., a radio, jewelry, a car, clothes, food, television, asking the same question and why.

5. Teacher asks students what they think their sponsor will do for them.
   (Students describe some of their expectations of the sponsor.)
   Teacher explains that in the U.S., sponsors will vary a great deal. Some sponsors will give you very little help and expect you to secure your needs yourself. Sponsors are obligated to give you assistance, but not money or things. They will help you to find a place to live, buy food, and get medical help. They may be given some money by the government to help you get these things. But do not expect sponsors to give you cash.

6. Teacher does comparisons/contrasts between students' expectations of sponsors and what sponsors do in actuality.

7. Evaluation

   (Students write (✓) for a Yes answer, (X) for No.).

   - The sponsor will take care of you and your family by having you live in the sponsor's house and letting you stay a long time.
   - The sponsor will assist you in looking for a job.
   - The sponsor will do everything for you; you do not have to do anything.
   - You should try to get a job as soon as possible because the sponsor will help you only in the beginning.
   - All sponsors are good people and will give you many things.

   The teachers may also go back to the students' expectations of the U.S. (wants and needs) and asks students which ones they think the sponsor will help them with.

TOPIC: RESETTLEMENT AND SPONSORSHIP (I)

BATAAN-REVISED JAN. 1983

NATIVE LANGUAGE				ESL			TEACHER'S NOTES
COMPETENCY: 2.5 Describe the roles and responsibilities of a sponsor				**COMPETENCY:** 2.6 Identify sponsor 2.7 Tell time			
NATIVE COUNTRY/FIRST ASYLUM	P.R.P.C.	U.S.A.	APPLICATION	LISTENING	SPEAKING	LITERACY	
1. Description of the needs of a refugee in the native country and 1st (2nd) asylum camp, e.g., housing, health, food, employment, clothing, education, and entertainment 2. Description of how those needs would be/were met	1. Description of the needs of a refugee in the PRPC 2. Description of how those needs are met	1. Description of the needs of a refugee in the US 2. Contrast between wants and needs 3. Description of refugee expectations of a sponsor's roles and responsibilities 4. Comparison and contrast of expectations and realities of sponsor's roles and responsibilities	1. Comparison and contrast of relative dependency and self-reliance in meeting the needs in the 4 different situations (i.e. own country, 1st/2nd. . . asylum camp, the PRPC, and in the US) 2. Description of the transition from initial necessary refugee dependency on the sponsor to eventual refugee self reliance.	Do you have a sponsor?	Yes. No, not yet.		*+Problems associated with arrival in the U.S. will be covered in TRANSIT.* *+States, voluntary agencies (VOLAGS), and sponsors vary in what they do for the refugees. This fact should be stressed throughout the program.* *+The relationship between sponsorship and all other topics should be noted. In other words, within each topic, where appropriate, reiterate Sponsors' roles and responsibilities* *+Check latest data on different forms of sponsorship.* *+Review 1-12:00. Add the half-hour, both digital and clock time.*
				Who's your sponsor?	____ NAME I don't have a sponsor.		
				[REVIEW ALL PREVIOUS LANGUAGE]			
				[R] What time is it? ↔	[R] 1:00 TIME [N] 1:30 TIME TIME 1-12:00 TIME :30	READ CLOCK AND DIGITAL TIME 1-12:00 :30 N 1-12,[R]:30[N]	

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: COMMUNICATION
CONTENT STANDARD: 16
SUBMITTED BY: Integrated Program Staff
SITE: Bataan

IP Topic Area: **TRANSPORTATION 1** Level: A Integrated

I. **COMPETENCY**: Using maps, describe distance in miles and time (e.g., from native country to camp of first asylum to the PRPC to the U.S.). (IP 4.1)

II. **BACKGROUND INFORMATION**: In this particular competency, the students are not expected to give exact measurements of time and miles for travel and distance. The main objective is to draw from the students their experiences in traveling, to be used as a springboard for discussing transportation. If the students go into narrations about their escape and travels, the teacher can give focus to the discussion by asking questions such as:

- How long did it take you?
- What is the distance between ________ and ____, etc.

The teacher should not require exact answers. (This is a good time to listen to some of the students' experiences.)

III. **MATERIALS**: World map
Chalk

IV. **ACTIVITIES**:

1. Teacher puts map of the world up on board, asks students if anyone can go to the map and locate his/her native country. Teacher asks:
   - Did you find your native country?
   - Is it small, or big?

2. Teacher points out the Philippines, saying: "This is the Philippines." With fingers, teacher indicates distance between the Philippines and the students' native country.

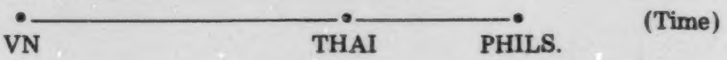
   Teacher points out the U.S.A. on the map, saying: "This is America." With fingers or pointer teacher indicates distance between the U.S. and the Philippines. (Teacher can actually draw a line with chalk from the native country to the Philippines to the U.S.)

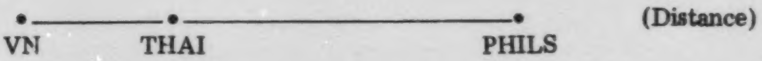
3. Teacher reviews country of origin and language background (IP Competency 3.3). Ask students how long it took them to escape the native country and reach the country of first asylum.

   - Did you walk or ride?
   - What means of transportation did you use?
   - If students report a long time spent traveling from the native country to the country of first asylum, why did it take so long?
   - How many weeks or months did you spend in the country of first asylum?

- How long did it take you to travel from the country of first asylum to the Philippines?
- Did you have a stopover?
- What means of transportation did you use?
- What were some of your experiences when you traveled from the country of first asylum to the Philippines?
- When did you come to the PRPC?
- How long did it take you to travel from Manila to the PRPC?
- What time did you reach the PRPC?

4. Draw two diagrams on the board: 1) a timeline, indicating travel time from one point to another (1st point being the native country, 2nd point being country of first asylum, 3rd point being the Philippines). 2) a distance line indicating distance between those points.

1) 

2) 

Teacher points first to the distance line, showing the relatively small distance between the native country and the country of first asylum and the relatively longer distance between the country of first asylum and the Philippines.

Teacher then points to timeline, showing the long timeline between the native country and country of first asylum, and short timeline between the country of first asylum and the Philippines. Explain that the length of time it takes a person to go from one place to another depends on transportation used.

Teacher asks students:

- what various means of transportation there are.
- what means of transportation they will take when they go to U.S.
- if they know how long it will take them to reach the U.S.

5. Referring to the world map, teacher states approximate travel time from the PRPC to Manila, the PRPC to San Francisco/Oakland (be careful to mention possible stopovers, etc.) Teacher then points at U.S.A. on map and tells students approximate flying time and driving time from one part of the U.S. (WEST) to the other (EAST) to give students an idea of the size of the U.S.

TOPIC: TRANSPORTATION (1)

BATAAN - REVISED JAN. 1983

NATIVE LANGUAGE				ESL			TEACHER'S NOTES
COMPETENCY: 4.1 (Cont.) Using maps, describe distances in miles and time (e.g., from native country to camp of 1st asylum to the PRPC to the US)				**COMPETENCY:** 4.5 State location of own sponsor in the U.S.			
NATIVE COUNTRY/FIRST ASYLUM	P.R.P.C.	U.S.A.	APPLICATION	LISTENING	SPEAKING	LITERACY	
		1. Brief description of distance from PRPC to the U.S. A. Time B. Mileage C. Transportation used 2. Brief introductory description of distances within the US. A. Time B. Mileage C. Transportation used		Where's your sponsor?	Troy, New York. LOCATION I don't know.	U.S.A.	
						[READ CLOCK AND DIGITAL TIME, 1-12:00, :15, :30, :45] 1-12 15, 30, 45 R	+ *The discussion of distances within the U.S. is kept simple. Ss need to realize the relative size of the US and time differences but not in great detail.*

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: COMMUNICATION
CONTENT STANDARD: 9
SUBMITTED BY: Maria Luisa Mundo, IP staff
SITE: Bataan

IP Topic Area: COMMUNICATION SYSTEMS (2) Level: A Integrated

I. COMPETENCY: Describe Communication Media (IP 8.1)

OBJECTIVES: Students will be able to

- Describe communication media in the native country.
- Compare and contrast communication media in the native country and PRPC.
- Describe how news is relayed in relation to distance (using map as reference).
- Describe availability of telephones in the native country, PRPC, and U.S.

II. MATERIALS: Map of students' native country
Map of U.S.

III. ACTIVITIES :

1. Teacher shows map of Cambodia pointing to the key cities such as Battambang and Phnom Penh.
   Ask two students where they are from.
   Locate on the map.

2. *Role play:* Choose students to represent one family in Battambang and one in Phnom Penh. Imagine we are in Cambodia right now.

   Silvoan (in Battambang) is getting married. She wants her uncle and aunt (in Phnom Penh) to come. How would she contact them? Students discuss how that news could be relayed and then role play the situation.

   Teacher asks:
   - How did Silvoan's family relay the news?
   - Couldn't the father go by bus?
   - Was it the most convenient thing for Silvoan's family to do?

3. Teacher continues with situational questions:
   - In the PRPC, how does the Neighborhood Leader communicate with the other residents?
   - Saroun has labor pains at midnight. What do you think her husband will do?

4. Teacher shows map of the U.S.A., posting two figures — one in California and one in New York.
   - How would these two communicate? Telephone, letter, telegram? (Show visuals.)
   - Could they also get news through the radio, television, newspapers? (Show visuals.)

5. Brainstorming:
   - Did you have telephones in Cambodia? Where?
   - Have you ever used one?
   - In the PRPC, where can you find one?
   - Have you used it? When?
   - Are telephones available in the U.S.A.?
   - Where do you think you can find telephones?

Ask for further comments, questions. (If students cannot supply the answers to No. 3, teacher does so, using visuals of various places.)

Reviews:
Numbers 0 — 9

Show me number 5, etc. Point to number 9, etc. Practice reading 7 digit numbers in preparation to dialing. Teacher shows a dial on a visual. Further drill on the numbers on the dial follows.

Phone equipment:

a. Identify parts: dial/receiver
b. Listen
c. Speak
d. Hang up

(Students dial until they feel comfortable with the equipment. Student dictates number (7 digit) while the other dials.) Students practice:

1. Pick up the phone.
2. Listen
3. Speak
4. Hang up

TOPIC: COMMUNICATION SYSTEMS (2)

BATAAN-REVISED JAN. 1983

NATIVE LANGUAGE				E S L			TEACHER'S NOTES
COMPETENCY: 8.1 Describe communication media (e.g., face-to-face, letters, newspapers, radio, TV, telephones) 8.2 Describe private telephone systems (i.e., availability, equipment, use, functions, cost)				**COMPETENCY:**			
NATIVE COUNTRY/FIRST ASYLUM	P.R.P.C.	U.S.A.	APPLICATION	LISTENING	SPEAKING	LITERACY	
Description and demonstration of how news is relayed in the native country	Comparison and contrast of how news is relayed in the native country and in the PRPC	General description of how news is relayed, with special attention paid to distance	Distances in the US make the use of communication technology necessary, e.g. newspapers, radio, TV, and telephones [See 4.1, pp. 11 12				
Description of availability of phones in the native country	Description of the availability of phones at the PRPC	General description of the availability of phones					
Description of phone equipment	Description of phone equipment	Description and demonstration of phone equipment					
Demonstration of use of phone equipment	Demonstration of use of phone equipment	Demonstration of use of phone equipment	The telephone set, where to A. Dial B. Listen C. Speak				+ *TPR can be used here.*

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: EMPLOYMENT
CONTENT STANDARD: 31, 70
SUBMITTED BY: Integrated Program Staff
SITE: Bataan

IP Topic Area **EMPLOYMENT I** Level: A Integrated

I. **COMPETENCY:** Describe concepts of work and own work experience in native country, the PRPC and other refugee centers, and in the U.S. (See IP Curriculum for other employment competencies.) These activities focus on work and male-female roles. (IP 12.1)

II. **MATERIALS:** Manila paper and felt pens.
Slides or pictures of job sites.

III. **ACTIVITIES:**

1. Teacher asks students: Why do people work?
   As students respond, teacher draws figures to represent students' responses.

   - In your family, who worked?
   - Were women expected to work?
   - If yes, what types of work did women do?
   - What types of work did men do?
   - If women were not expected to work, what were women expected to do?
   - Who was responsible for earning the money in the family?
   - Who was responsible for taking care of the children?
   - Who was responsible for building the house for the family?
   - Who cooked the food?
   - If a woman asked somebody else to take care of her children while she went to work, did people think she was a bad wife and mother?
   - If a woman stayed home and took care of her children, without earning money or working outside, was she considered a good mother?
   - Who among you (women) here had jobs or worked in (native country)?

2. Teacher draws a chart with a dividing line. The left side may be for the man's role and responsibilities, etc. . . the other side for the woman's. Teacher draws male and female figures above corresponding spaces and reviews these.

- If women worked or had jobs that men did, did they get the same pay as the men?
- Have your roles and responsibilities changed since you came to the PRPC? How?
- Do your husbands (or wives) feel comfortable (or uncomfortable) with new responsibilities and new roles?
- For example, how do your husbands (or wives) feel about you going to ESL/CO class?
- Do your husbands (or wives) want you to study?

3. Teacher shows slides on employment.

People in the U.S.A. work for the same reasons as you.
As you saw from the slides, both men and women work in the U.S., and most jobs are not different for men and women. A man can work as a cook, a woman can be an auto mechanic; a man can clean the house or the hotel, a woman can be a pilot. There are very few jobs in the United States that are exclusively for men or exclusively for women.
In the U.S. many women work. They want to be able to work and not just stay at home.
Work enables many women to help support the family financially. When women work, their husbands often share the job of taking care of the home and bringing up the children.
When both the husband and wife work, there is a real partnership between them. They divide the responsibilities of earning money, taking care of the home, bringing up the children, and creating a good home life.
Women also develop talents and skills at work, and this gives many women a feeling of confidence and security. When the woman works, she does not feel lost or abandoned if her husband leaves or loses his job.

- Men, do you think you will allow your wives to work?
- Women, will you look for work, or would you rather stay at home in America?
- Do you (women) want to work? Why?
- What jobs would you (women) want to get/have for example?

4. Teacher describes the following situation, using visuals:

Sok works at an automobile factory.
His wife, Nary, works at a factory producing canned fruit.
Sok leaves the house at noon. His wife leaves earlier. She leaves at 8:00 a.m.
They work at different times, on different shifts. One time Sok arrived home after working for 8 hours. He expected to find dinner ready and the children all bathed and clean. Instead, he found a dirty house, dirty children, and no food on the table.
Nary was in the bedroom sleeping. She was very tired from work.

Ask male students: — If you were Sok, what would you do?

Ask female students: — Do you think Nary was justified in what she did. — If you were Nary, what would you have done?

TOPIC: EMPLOYMENT (1)

BATAAN-REVISED JAN. 1983

NATIVE LANGUAGE				E S L			TEACHER'S NOTES
COMPETENCY: 12.1 Describe concepts of work and own work experience in native country, PRPC and other refugee centers, and in the US				**COMPETENCY:** 12.2 Describe own work experience in native country 12.3 Describe own job at the PRPC 12.4 Describe work time at PRPC job 12.5 Read own work schedule			
NATIVE COUNTRY/FIRST ASYLUM	P.R.P.C.	U.S.A.	APPLICATION	LISTENING	SPEAKING	LITERACY	
Description of concepts of work: A. Working conditions, e.g. place, number of employees, work schedule, organizational structure, management-employee relationships, payment methods. B. Attitudes toward work, e.g. why people work, in the family who works, what a "good" job is, what a "good" worker is	Comparison and contrast of: A. Working conditions, e.g. place, number of "employees", organizational structure, management employee relationships, payment methods. B. Attitudes towards work, e.g. why people work, in the family who works, what a "good" is, what a "good" worker is	General description of attitudes toward work, e.g. why people work, in the family who works, what a "good" job is what a "good" worker is	1. Work is a way of providing for basic needs, a source of independence, mobility, the ability to acquire things. 2. One gets work according to his abilities and industry, not because of circumstances of birth/family. 3. One can change one's work; persons are encouraged to change jobs for the better. 4. In most families women work outside the home. (SEE EMPLOYMENT 4, CLUSTER 29)	What did you do in Laos? OWN COUNTRY How long (were you a fisherman)? (OWN OCCUPATION What do you do in the PRPC When do you work?	(I was) a fisherman OWN OCCUPATION OWN OCCUPATION Use only the students' own occupation 5 years NUMBER (I'm) OWN JOB OWN JOB Use only the students own job at the PRPC TIME	OCCUPATION (Ss PRINT OWN OCCUPATION AFTER THE SIGHT WORD OCCUPATION.) (READ OWN WORK SCHEDULE)	*– It is necessary to individualize this part of the curriculum, so find out as much as possible about the students' past and present jobs in the native language first.* *– Students do not need to learn the names of each other's occupations, only thier own!* *– Allow for long discussions in the NATIVE LANGUAGE.* *These competencies pave the way for PRE-VOC.*

CULTURAL ORIENTATION CURRICULUM

Activities Guide

TOPIC AREA: SOCIAL ROLES
CONTENT STANDARD: 69
SUBMITTED BY: Integrated Program Staff
SITE: Bataan

IP Topic Area: **SOCIAL RELATIONSHIPS 1** Level: A Integrated

I. **COMPETENCY:** Describe aspects of living in a multi-ethnic society. (IP 3.1)

II. **MATERIALS:** Photographs of people from various ethnic groups.
Story of Petsamone (See Attachment)

III. **ACTIVITIES:**

ACTIVITY A.

1. Teacher introduces the lesson by asking:

   - In your country, were all the people of the same ethnic group?
   - Were there other ethnic groups?
     What were they?
   - Did you know any Chinese/Hmong/Cham, etc.?
   - Were they very different from you?
     In what ways were they different from you?
   - Did you find it easy or difficult to live with them? Why?
   - Here at the PRPC, there are other ethnic groups. Can you name them? (Teacher takes note of comments for later discussion of the U.S. as a multi-ethnic society.)
   - Do you find some advantage to living with other groups here at the PRPC? (friendship, understanding, business, etc.)

2. Teacher explains:

   - In the United States, people come from many different ethnic groups. (Teacher can show photographs.)
   - You may find yourself living in a community with Asians, Europeans, South Americans, Africans, etc. You may find that yours is the only Asian family in the whole community.
   - Communities and the people living in them differ from place to place.
   - Right now you are surrounded by people coming from the same country or ethnic group. Do you like this? Why?

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Teacher asks:

- How do you think you would feel if you were the only (Vietnamese/Khmer/Lao) family in a certain area?
- Being surrounded by other ethnic groups, would you feel lonely/sad etc.? (Note other feelings mentioned by students in response to preceding question.)
- When you are not among your own people, do you feel very different? Some people feel lonely and sad. But some people feel all right about this.
- People looking at you will also think *you* are very different! When you are new and different in a community, some people may stare at you and perhaps know very little about you. How do you think you will feel if people stare at you as you walk down the street?

ACTIVITY B.

1. Teacher asks students to describe an American. How does an American look?

   If students' responses are sufficient, teacher may simply draw students' concept of an American based on their verbal responses.

   If verbal response is slow in coming, teacher may try the alternative of asking the students (in small groups) to draw their concept of an American.

   Teacher discusses the drawing, echoing students' verbal or drawn response, asking confirmation or clarification where necessary.

2. Teacher then puts up chart with pictures of Americans from various ethnic groups.

   - Where do you think these people come from?

   Teacher and students compare and contrast some of the pictures on the chart with students' responses or drawings. Teacher points out that not all Americans look alike.

   Americans may be short or tall, light or dark haired, fair or dark skinned, etc. (Use relevant pictures to portray characteristics.)

3. Teacher asks or explains:

   - Why do you think there are so many different kinds of people in America?
   - Many people have gone to America from different countries for different reasons.
   - Many, like you, left their countries because of troubles at home like war, persecution, lack of freedom . . . etc.
   - Some went there to study or to learn new skills.
   - Some have gone to America looking for better work or to escape the poverty in their country.
   - People expect different things of America.
   - Looking at these pictures, can you recognize some ethnic groups and tell me what they are?

TOPIC: TRANSPORTATION (1)

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NATIVE LANGUAGE				ESL			TEACHER'S NOTES
COMPETENCY: 4.1 Using maps, describe distances in miles and time (e.g. from native country to camp of 1st asylum to PBPC tothe US)				COMPETENCY: 4.2 State location of own home at the PRPC 4.3 Fill out form (ADDRESS) 4.4 Recognize own address			
NATIVE COUNTRY/FIRST ASYLUM	P.R.P.C.	U.S.A.	APPLICATION	LISTENING	SPEAKING	LITERACY	
Location of native country on world map	Location of PRPC on world map			R Where are you from?	B Laos OWN COUNTRY		
Description of distance from home to 1st asylum camp A. Time B. Mileage C. Transportation used							
	1. Description of distance from 1st asylum country to PRPC A. Time B. Mileage C. Transportation used 2. Description of distances within the PRPC A. Time B. Mileage C. Transportation used.			What's your address? Where's your {house school class} ?	{My address is 1018C OWN PRPC ADDRESS 1018C OWN PRPC ADDRESS} 510 B PRPC ADDRESS Here. There. Over there.	ADDRESS [SS PRINT OWN PRPC ADDRESS AFTER THE SIGHT WORD ADDRESS] [SS RECOGNIZE OWN PRPC ADDRESS]	

4. Using a world map, teacher explains that different ethnic groups have settled in various parts of the U.S.:

   - You will find many Asians (Vietnamese, Filipinos, Cambodians, Japanese, Chinese) here. Show western part of U.S. on world map and State of California.
   - You will find many Europeans here. Point to eastern part of U.S., tracing movements from Europe to U.S.
   - They often prefer to live in a place that is similar to their native home or country.
   - Does anyone here have a relative or a friend in California?
   - Why do you think your relative or your friend prefers to live in California? (Teacher confirms and discusses responses. Some responses to this question may be: there are many jobs available there, it is warm there, there are many other Asians there, they have relatives there.)
   - So you see, immigrants or refugees from other countries who go to America hoping for a better life, sometimes look for a place that is like their old home. But some live in places very different from their old homes because they find good jobs, low cost housing, or for other reasons.

ACTIVITY C.

1. Background Information; The following are some points the teacher may want to discuss with the students. These are situations that refugees may find, depending on where they resettle, conditions there, their language skills, etc. These are not necessarily situations that they will have to face.

   A. Disadvantaged, low-income groups in the U.S. sometimes resent the aid given by the U.S. government to refugees. Sometimes this resentment is expressed in acts of hostility towards refugees, e.g., fights, threats.

   B. Sometimes refugees, being unfamiliar with some ethnic groups, are afraid of these groups. Fear is often mistaken as prejudice.

   C. The apparent clannishness of minorities (their preference for living close to and dealing with others of their group) may result in making no effort to reach out to other ethnic groups. This will strengthen ties within the minority group, but may alienate other groups.

2. Materials: Story of Petsamore (Attached)

3. Teacher tells class they are going to talk about some things that could happen to them in a new country where other people don't know about them and their culture, and where they may not be able to communicate. Teacher reads the story of Petsamone. (Attached).

4. Teacher asks the following guide questions:

   - Why were Petsamone and Mr. Smith arrested?
   - Why didn't Mr. Smith like Petsamone?
   - Why did Petsamone work so hard?
   - Why didn't he talk with other workers?
   - How could the fight have been prevented or avoided?
   - Can you imagine yourselves in the situation of Petsamone?
   - Do you think what happened to Petsamone could happen to you?

5. Teacher summarizes:

- When you go to a new country, some people may not understand what you say or why you do the things you do.
- It may also happen that you are not able to understand what other people say or why they do the things they do.
- It is when people do not understand each other that difficulties or troubles result.

Allow time for students to react and ask questions.

ACTIVITY D.

1. *Note:* As students respond, teacher discusses each individual answer. Keep the discussion brief. The main purpose of this exercise is to encourage students to imagine what the U.S. is like and to begin thinking about what their lifestyle will be like there. The aim is for students to be more conscious of their culture and to confront the fact that they may have to change in some ways. The teacher cannot predict these changes or how they will happen.

2. Teacher tapes large paper on board and asks students: (Teacher can list or sketch responses.)

- Which ceremonies, practices and rituals that you performed in your native country do you continue to do here at the PRPC (religious ceremonies, feasts, etc.)?
- What other activities that you used to do do you continue to do here at the PRPC? (cooking, planting, etc.)
- Do you think you will be able to continue to do these things when you are in America?

Teacher should not confirm or negate; the purpose of this exercise is merely to start students thinking about the U.S. There are no "correct" answers here; reflection on the question is the objective/intention. If students discuss among themselves, it is fine.

- What about dress/clothing/food? Do you think you can continue to wear the clothes you are wearing now? Can you eat the same kind of food?
- What practices of the native country would you like to retain in America? (e.g., your clothes, the food you eat, your religion)

3. Teacher summarizes:

- You may have practices which are not done or understood in America. You may find yourself changing some of these practices and adopting American ways. Some of you will adopt fewer American ways and hold on to your old ways.
- Your children, however, will probably change faster than you and become more "American." You will have to make a decision whether you are going to teach them (Khmer, Lao, Vietnamese, etc.) ways or let them follow American ways.

ATTACHMENT

PETSAMONE'S STORY

This is the story of Petsamone. Petsamone is a refugee from Laos. He arrived in America one month ago, and now he is working at an automobile factory.

His job is working an assembly line, putting doors on cars.

Last week he was arrested for fighting with Mr. John Smith, a co-worker at the factory.

When Petsamone was interviewed, he had to talk through an interpreter, because he did not know enough English to communicate directly.

Petsamone told the interviewer that the job at the automobile factory was his first job. He got the job with the help of his sponsor and his boss and he was grateful to them.

So he worked very hard. He was the first person to come in the morning and the last to leave in the afternoon. Petsamone said Mr. Smith kept on bothering him about his work habits.

When Mr. Smith was asked about this, Mr. Smith said that Petsamone was trying too hard to please the boss. Mr. Smith said that Petsamone would not take a coffee break and chat with the other workers. Instead he just kept on working. Mr. Smith said Petsamone never talked with other workers and did not smile at them either.

One afternoon, Mr. Smith and other workers started teasing Petsamone and called him names. Petsamone got angry and hit Mr. Smith, and the two of them were arrested.

TOPIC: SOCIAL RELATIONSHIPS (1)

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NATIVE LANGUAGE				ESL		
COMPETENCY: 3.1 Describe aspects of living in a multiethnic society				**COMPETENCY:** 3.2 Fill out form (NAME)		
NATIVE COUNTRY/FIRST ASYLUM	P.R.P.C.	U.S.A.	APPLICATION	LISTENING	SPEAKING	LITERACY
Description of different ethnic groups in native country	Description of major ethnic groups in the PRPC	Description of an American in order to elicit the fact that America is a multiethnic Society.		[R] What's {your / his / her} name? ↔	[R] Son Vann NAME	NAME [Ss PRINT OWN NAME AFTER THE SIGHT WORD NAME]
		1. Location of the US on a world map. 2. Description of where immigrants came from, why they went to the US and where they settled		[R] What's your {first / last} name? ↔	[R] My {first / last} name is {Pat. / OWN First Name / Ryan. / OWN Last Name} Pat. OWN First Name Ryan. OWN Last Name	[R] Ss RECOGNIZE OWN NAME
	1. Description of relationships between ethnic groups. 2. Comparison and contrast of being a member of an ethnically (relatively) homogeneous society (in the native country) and being a member of a multi-ethnic Society	1. General description of relationships between ethnic groups 2. Description of expectations of being a ______ ETHNIC GROUP in the USA	Description of how Indochinese have been perceived and received in the US	[R] Is your name Pat ? NAME ↔ Are you Pat? NAME	[R] Yes. No, my name is John. NAME	

TEACHER'S NOTES

+The topics SOCIAL RELATIONSHIPS and COMMUNICATION SYSTEMS are closely related. Wherever and whenever the content can be interwoven, it should be. WATCH FOR OPPORTUNITIES TO CROSS-REFERENCE.

+It is sufficient for the students to realize the great variety of people who have immigrated to the U.S.A., and their reasons for immigrating. Dates and names of places need not be discussed in great detail nor emphasized.

+There are many articles/clippings related to this competency. Check ESL-CO Library.

TOPIC: SOCIAL RELATIONSHIPS (1)

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NATIVE LANGUAGE				E S L			TEACHER'S NOTES
COMPETENCY: 3.1 (Cont.) Describe aspects of living in a multiethnic society				**COMPETENCY:** 3.3 Identify self (country of origin/language background) 3.4 Tell time			
NATIVE COUNTRY/FIRST ASYLUM	P.R.P.C.	U.S.A.	APPLICATION	LISTENING	SPEAKING	LITERACY	
Description of activities from Ss own culture which they could observe in the 1st (2nd. . .) asylum camp	Description of activities from Ss own culture which they can observe in the PRPC	Description of how other ethnic groups have retained their own culture in the US	Description of how Ss can retain their own culture while adapting to a new culture	Where are you from?	Laos, OWN COUNTRY		*– How Ss can retain aspects of their own culture while adapting to the US is reviewed in all topics.* *– "Cambodian" is generally better understood than "Khmer." T. may teach this and indicate that "Cambodian" = "Khmer."* *– Review 1-12:00, :30 add the quarter-hours, both digital and clock time.*
				What language (s) do you speak?	Lao OWN LANGUAGE (and Thai,) OWN LANGUAGE		
				Do you speak Lao ? LANGUAGE LANGUAGE Lao Chinese Khmer Thai Vietnamese	Yes. No, Khmer. OWN LANGUAGE		
				R What time is it?	R 12:00 TIME TIME 1-12:00 :30 N 12:15 TIME TIME :15 :45	[READ CLOCK AND DIGITAL TIME, 1-12:00 R N R N :15, :30, :45 1-12 R N R N 15, 30, 45	

CULTURAL ORIENTATION CURRICULUM

Training Guides

Introduction

This part of the manual is divided into four sections:

- Staff Development p. 300
- Teaching Techniques p. 317
- Review p. 327
- Use of Resource Materials p. 343

Training is an integral part of the Intensive Program. Some of the materials here were developed specifically for use in teacher training. Others were originally developed for use in the classroom. The latter are included here as good examples of the application of various CO teaching techniques. Included here is one site's plan for training and staff development.

Staff Development encompasses a number of concerns from pre-service and in-service training to preparation for the next job. Included here are some of the activities which have been used at the sites.

Teaching Techniques for CO include a number of ways of involving the students in the learning process. Those found here emphasize the need to help students identify with the roles they will find themselves taking in their new lives in the U.S.

Review is a category receiving more emphasis in CO since it is an opportunity not only to check for understanding but to evaluate teaching. The activities included here present ways to gain new perspectives and integrate several topics at once. Since review can be an important focus for training, sample lessons have been included in this part of the manual.

Use of Resource Materials includes activities designed to aid students in becoming self-sufficient learners. Those here help teachers present the materials which are distributed to students in CO classes.

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GALANG C.O. PROGRAM
Training and Staff Development

ASPECT	INFORMATION	ISSUES
STRUCTURE	— Daily 2 hour sessions by cycle — 1 cross-cycle workshop per month — 1 slide show training per week — Teachers and translators train together daily — Structure for daily sessions vary; teachers and translators split, session split by class levels — Includes daily lesson preparation time when teachers and translators meet for 30 min. and peer training	— Addressing teachers' translators' needs at daily sessions — Dealing with teachers who teach different levels (A, B, etc.) — Experienced and inexperienced teachers in same training sessions — Time limitations
CONTENT	— Background information on each C.O. topic, 2 to 3 days before it's taught — Methodology: relating to C.O. topic taught — Activities (how can you teach this lesson?) and alternatives — Clarification of values and attitudes.	— Relationship between presentation of info and training in skills — Prioritizing content: info, activities, methodology, level appropriateness — In developing future teacher training plan, what will be the criteria — Balancing teachers' and translators' need — Experienced vs. inexperienced teachers — Meeting individual needs — Curriculum: practicality, what to teach?
OBSERVATION/ FEEDBACK	— Each teacher is observed one time per week or ½ period two times per week — Amount of observation time depends upon teacher's needs — Slide show observation, several times per cycle — Co-supervisors change the teachers they observe every three months — Video used — No form used	— Time: scheduling of feedback (when, how long) — Time: other program demands interfere with observations — Contracts with teachers: what does a teacher need? — Alternatives to observations
AIDE TRAINING	— Cycle start-up workshops by supervisors — Special teacher and translator workshops — Daily 2 hour sessions with teachers — Teachers meet with translators daily for 30 min. to plan lessons — Office aide training by senior teachers	— Balancing needs of teachers and translators — Professional vs. paraprofessional skills of translators (implications) — Teacher's role in aide training

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CULTURAL ORIENTATION CURRICULUM

Training Guides

TOPIC AREA: STAFF DEVELOPMENT
SUBMITTED BY: Connie Woodberry and Cindy Burns
SITE: Phanat Nikhom

EXPLORING YOUR NEW SURROUNDINGS

I. Phanat Nikhom Town Drop Off

A. **OBJECTIVE:** To acquaint teachers with their new environment (the town of Phanat Nikhom), to introduce them to experiential learning, and to have teachers understand some of the feelings refugees will have as they land in the U.S.A.

B. **ACTIVITY:** Go by yourself or with another new teacher and find the answers to the following questions. You may use any method you like. Take no more than 3 hours.

1. What religious facilities are there in the town?
2. What kinds of transportation are available a) within town
   b) going out of town
3. What different recreational facilities are there in town?
4. What kinds of health facilities are there?
5. What do most of the local people do for jobs?
6. What kinds of housing are there and what are the different prices?
7. What ethnic groups live in this area?
8. What is the difference between the old and the new markets?
9. How do the local people feel about the refugee camp, the refugees and the refugee workers?
10. Draw a map of Phanat Nikhom.

C. **FOLLOW-UP DISCUSSION**

1. How did you find out the information?
2. Was it an effective way to gather this information?
3. How does it feel to be in a new town?
4. How does your information compare with information gathered by others?
5. Are any of these feelings similar to what a refugee will feel?
6. What have you learned today?

II. Phanat Nikhom Refugee Camp Drop Off

A. **OBJECTIVE:** To familiarize new teachers with the refugee camp

B. **PROCEDURE:** New teachers should go around in small groups and answer the following questions:

1. Your impressions of the child care facility.
2. What are the responsibilities of the Administrative Assistant?
3. What are the responsibilities of the Teacher's Aide Coordinator?
4. What are the responsibilities of the Assistant Program Manager?
5. When do teachers go to see the above people?
6. Where can teachers go to eat?
7. What are the boundaries for where the refugees may or may not go?
8. List the names of 7 voluntary organizations in the camp, and what they do.
9. Where is the video room located?
10. In looking at the classrooms what do you think might be some of their problems/assets?
11. What are the different ethnic groups in camp?
12. What is the difference between transit and holding?
13. How many people live in the houses?
14. To which countries are the refugees in Phanat Nikhom camp going?
15. What different facilities are there for refugees who become ill?
16. What are your overall impressions of the camp?

CULTURAL ORIENTATION CURRICULUM

Training Guides

TOPIC AREA: STAFF DEVELOPMENT
SUBMITTED BY: Connie Woodberry
SITE: Phanat Nikhom

DEVELOPING EMPATHY FOR REFUGEES

I. **OBJECTIVE:** To develop empathy/compassion for the refugees. To try to be in touch with how the refugees feel about studying CO and how to make the class even more effective for them.

II. **MATERIALS:** Three newsprints, masking tape, and felt pens. Paper for teachers to write comments to themselves.

III. **ACTIVITY:**

Visualization – sit in a relaxed position, close your eyes, breathe deeply in and out four times, in . . . . out, in . . . . out, in . . . . out . . . .

Now imagine the Phanat Nikhom refugee camp, imagine yourself a refugee in the camp. Imagine what your house looks like, imagine how to cook your food, imagine where you sit to eat your supper. . . when it gets dark. It's nighttime, time to go to sleep. Imagine what you think about as you are lying down, just before you go to sleep. . . Imagine what you think about when you wake up in the morning. . . Imagine waiting in line at the post office for a letter from your relatives in a third country . . . Imagine yourself in a Consortium Cultural Orientation class. You are waiting for your teacher to come. Here's your teacher. How do you feel about him/her? What do you hope to learn? In a couple of minutes you can open your eyes. First, just imagine yourself a refugee a little bit longer. Okay . . . now open your eyes. What kinds of feelings did you have? Write down some of your thoughts and feelings as you did the visualization. How did you feel about your CO teacher?

IV. **FOLLOW-UP:**

1. Try to think from the refugee's point of view. What makes a good Cultural Orientation teacher of refugees. (BRAINSTORM)

2. Discuss each point. How does the teacher do this?

3. EACH person writes down on a piece of paper something they personally would like to improve in their work with refugees, something they feel will make them a better teacher and more effective with the refugees.

CULTURAL ORIENTATION CURRICULUM

Training Guides

TOPIC AREA: STAFF DEVELOPMENT
SUBMITTED BY: Connie Woodberry
SITE: Phanat Nikhom.

QUALITIES OF AN EFFECTIVE CO TEACHER

I. **OBJECTIVE:** To identify teachers' opinions and feelings about the qualities of an effective CO teacher.

II. **MATERIALS:** Newsprint, masking tape, felt pens.

III. **ACTIVITY:** Ask teachers to break into small groups of no more than 3 or 4 people. Have them brainstorm a list of "Things to Do to Be an Effective CO Teacher".

IV. **PROCESSING:**

1. Put up the lists and compare them. As a group, discuss:

   Which of the things that you have listed do you feel are the most important? Why?

   Select one or two items on the list and describe the experience that led you to feel this was important for a CO teacher to do or to know.

   What things do you feel you do well? What would you like to do better?

2. Type up the lists and give them to teachers for reference. In 2 or 3 months pull out the lists and look at them again with the group. The following list is an example of what can come out of this training:

Things to Do to Be an Effective CO Teacher

1. Be well prepared for class. Know what you're talking about. Think ahead.
2. Make eye contact. Smile. Show a personal interest in your students. Relax. Be patient.
3. Know something about your students' language, culture, customs and tastes. Learn some more. Learn to say their names correctly.
4. Be a good role model. Dress properly. Be on time.
5. Treat your students as adults. Speak carefully. Respect their ideas. Don't scold or get angry. Don't say "That's wrong!"
6. Get each class off to a good start. Keep the pace up — lively but not rushed. Move around the classroom. Speak loudly and clearly. Be energetic (even if you don't feel it, fake it!).
7. Talk about things your students know, e.g., their backgrounds, skills, things they have done before and can relate with confidence.

8. Give accurate information and facts. Tell anecdotes, personal experiences, stories, and jokes that relate to the subject.

9. Have a variety of teaching techniques at your disposal. Be flexible. If one doesn't work, try another. In case of failure, look to yourself before you put the blame on the students. Be creative. Don't give up.

10. Provide leadership if there is a problem and students need your help. Be an active listener. Show your students alternative ways to solve problems and make decisions. Give good reasons for your decisions.

11. Be a good facilitator. Ask questions. Encourage people to speak up. Know when to express an opinion and when to stay neutral.

CULTURAL ORIENTATION CURRICULUM

Training Guides

TOPIC AREA: STAFF DEVELOPMENT
SUBMITTED BY: Jon Cefkin and Connie Woodberry
SITE: Phanat Nikhom

CLASSROOM MANAGEMENT PROBLEMS

I. **OBJECTIVE:** To get some new ideas for solving classroom problems (other than teaching techniques and CO information).

II. **MATERIALS:** Large room, 2-4 small rooms (depending on number of groups you break into) newsprint, felt pens, paper and pens.

III. **ACTIVITY:**

1. Introduce the purpose of the exercise.

2. Each person writes down his/her two most pressing problems.

3. All problems are recorded on the newsprint. The group selects the 3 or 4 most pressing problems (depending on how many small groups you will divide into). Use "clapathon" or vote on some interesting way to decide. Divide into 3 or 4 groups. Each group is given one of the problems that was most pressing. First each person writes down five ways he/she has dealt with or could deal with the problem that his/her group was given. The group shares their ideas and records ten possible ways of dealing with the problems. They select one (the best) and prepare a role play to illustrate the problem and the one way of dealing with it that they deem most effective. (30 minutes in the groups) Role plays are presented to the large group along with the list of ten possible solutions.

   Wrap-up by looking at how teachers could try to implement these solutions. Decide which new ideas to try.

   1. The following is a list of problems that teachers identified as recurring in the classroom:

      Sleepy students.
      Sleepy teacher.
      Heat (makes people drowsy and inattentive).
      Classrooms are too small for the number of students.
      Electricity goes off frequently.
      Babies in the classroom.
      Young children inside and outside the classroom.
      Classrooms are dusty and dirty.
      Rain.
      Not enough tables; chairs are often broken.
      Some students tend to dominate discussion.
      Difficult to keep attention focused.
      Teacher aide doesn't always translate students' questions and comments, but rather answers them himself.
      Older students are very passive, uninterested in learning.

2. The following is a list of possible solutions that teachers came up with to deal with the heat-related problem of sleepiness in the classroom:

Take a break.
Do some simple stretching exercises.
Play a short, active game.
Get up and sing some songs.
Get some water or soft drinks for the students.
Do show-and-tell and ask the sleepiest students to do something.
Rearrange the classroom.
Pass out some "Tiger Balm" (eucalyptus/menthol oil).

TOPIC AREA: STAFF DEVELOPMENT
SUBMITTED BY: Connie Woodberry
SITE: Phanat Nikhom

SKILLS DEVELOPED BY CO TEACHERS

I. **OBJECTIVE:** To look at what the experience at The Consortium has meant to the teacher.

To discuss what the experience will mean in the future.

To assess ideas for preparing a resume.

II. **INTRODUCTION:**

In time of transition, one may feel uncomfortable and anxious about a change, unsure and afraid. What will I do? How will I survive? Can I find another job? What have I learned here that I can use in another job? Although it's a time of transition and things are changing, you're still teaching but thinking about what to pack, still teaching but thinking about how to apply for a job and what to do next.

It's a good time to take a step back from what's happening and ask yourself some questions. Here are some exercises that have been helpful to other people in thinking about what their skills are and what they enjoy doing.

III. **ACTIVITIES:**

1. Ask: What is the one thing you feel you've learned working at the Consortium? (skills, ideas, thoughts, whatever — about yourself, humanity, education, etc.) (Take 3 minutes)

2. Put each person's ideas on the board and discuss freely for about 30 minutes.

3. Next make a list of the 15 things you enjoy, *really enjoy,* doing. Now put an F or M next to things you feel your Mother or Father would be happy to see on your list. Place either the letter P or A next to each item. P is items you prefer to do with people and A for items you prefer to do alone. Put a 5 beside anything you've listed which would not have been on your list 5 years ago. Finally go down the list and indicate the date when you last did it.

4. Next divide into *small* groups (2 or 3) and answer the following questions:

   - Did I learn something new about myself?
   - Are there some things I am pleased with on the list?
   - Is there anything I'd like to change? How might I change it?
   - Are there some things I'd like to do but haven't done lately? Why? What can I do about this?

5. Now in the large group, talk about what the next step is. (Brainstorm skills, write resume, contact people, evaluate more, etc. or just start looking for a job and see which one looks like the one you want.)

CULTURAL ORIENTATION CURRICULUM

Training Guides

TOPIC AREA: STAFF EVALUATION
SUBMITTED BY: CO Staff
SITE: Galang

EVALUATION FORMS

I. **OBJECTIVE**: To evaluate classroom teaching.

II. **INTRODUCTION**: This training guide consists of three evaluation forms to be completed by the supervisor or the teacher (attached). The different forms compare and contrast different perspectives of the classroom depending on who makes the evaluation.

III. **ACTIVITIES**:

1) Classroom Evaluation Questionnaire.

This form can be completed by the supervisor. Perhaps more effective results can be seen by having fellow teachers evaluate each other.

2) End of Cycle Teacher Evaluation Form.

This form has parts which are to be completed by both the teacher and the supervisor. It focuses on training and classroom responsibilities of the teacher.

3) End of Cycle Report.

This form is to be completed by teachers. It allows them to give formal feedback on a regular basis. They evaluate program-wide concerns including curriculum, teacher training, use of audio-visual aids and materials, and testing.

ATTACHMENT 1

CLASSROOM EVALUATION QUESTIONNAIRE

TEACHER'S NAME: ____________________

EVALUATOR: ____________________

INSTRUCTOR-LEARNING ENVIRONMENT
Please check appropriate category below
and on right

	Frequently	Some times	Rarely	Give specifics if appropriate
1. Speaks with:				
____ normal volume				
____ natural intonation				
____ normal rate				
2. Gives clear:				
____ directions				
____ rules				
____ explanations				
3. Handles errors:				
____ by teacher				
____ solicits self correction				
____ solicits peer correction				
4. Reinforces correct answers				
5. Varies:				
____ pace				
____ activities				
6. Maintains control:				
____ directly				
____ indirectly				
7. Projects:				
____ rapport				
____ humor				
____ flexibility				
____ enthusiasm				
____ confidence				
8. Language:				
____ clear				
____ confusing				
9. Gestures:				
____ encourage				
____ inhibit				
10. Listens:				
____ supportively				
____ inattentively				
11. Interacts with students:				
____ individually				
____ as a group				

12. Facilitates student independence:

____ if so, how ____________________

____ if no, why not? ____________________

13. Percentage of time spent talking: ______ 75% ______ 50% ______ 25%

ATTACHMENT 2

END OF CYCLE TEACHER EVALUATION FORM

NAME ______________________

SUPERVISOR ______________________

CYCLE ______________________

CONTACT HOURS ______________________

LESSON PREPARATION

	Yes	Have improved	Am improving	Need help	No
1. Do your lessons show adequate planning and organization?					
2. Are the exercises in your lessons built around language skills and situations using real English?					
3. Do you use review, testing and evaluation?					
4. Are your lessons appropriate to the level taught?					
5. Do you experiment with new activities and techniques?					

LESSON PRESENTATION

6. Are your lessons student-centered; is there a minimum of teacher talk?					
7. Do you experiment with grouping (pairs, small groups, whole class)?					
8. Are your directions and gestures clear, loud enough and appropriate to the level and situation?					
9. Is your manner of presentation encouraging and non-threatening?					
10. Do you give each student equal opportunity to participate in class?					

CLASSROOM MANAGEMENT

11. Do you experiment with various desk arrangements to enhance learning and social interaction?					
12. Do you respond appropriately to the needs of individuals?					
13. Do you limit the amount of Vietnamese spoken in your class?					

STAFF DEVELOPMENT

14. Do you accept responsibility when called upon either by your colleagues or supervising teacher?					
15. Are you open to feedback given by supervising teachers and colleagues?					

MISCELLANEOUS

16. Do you begin and end each class on time?					
17. Are you on time for staff development sessions?					
18. Are you accurate and punctual with necessary forms and information?					

SUPERVISOR'S COMMENTS

TEACHER'S REMARKS

What were the three most positive aspects of your teaching/teacher training in the previous cycle?

What were the three most difficult aspects of the last cycle?

What three objectives do you have for the next cycle?

How are you going to meet them?

ADDITIONAL COMMENTS

TEACHER'S SIGNATURE ____________________
SUPERVISOR'S SIGNATURE ____________________
COORDINATOR'S SIGNATURE ____________________
DATE ____________________

ATTACHMENT 3

END OF CYCLE REPORT

DESCRIPTION OF CLASS

- Ethnic make-up
- Age
- Level
- Ratio of men to women

CURRICULUM

- Comment on appropriateness for your level
- What was good about it?
- What did you feel was lacking?
- Suggested revision

METHODS/TECHNIQUES

- What methods/techniques did you use in class?
- Which were most effective?
- What areas of your teaching need new approaches — technique, etc.?

TEACHER TRAINING/OBSERVATION

- What did you learn? (Please be specific) In regular sessions? In CO sessions?
- What did you use in class as a result of the training?
- What could be added to teacher training?
- Was observation helpful? Why? Why not?
- Were feedback sessions with the master teacher helpful? Why? Why not?
- How could they be more beneficial?
- Was peer teaching effective? Micro-teaching? Team teaching?

VISUAL AIDS

- How often do you ask artists to make a visual aid?
- What kinds of visual aids did you use? How? How often? In what situations?
- What kinds of visual aids did you produce?
- Did you have the artists make copies?
- Were there adequate visuals available?

AIDES

- Did you have one? If so, how was he/she used?
- How could they be more effectively utilized?
- How often should they attend teacher training?

TESTING AND EVALUATION

- What means did you use for evaluating students?
- Did you do regular testing? If so, please describe.

MATERIALS

- What materials did you produce? Please list.
- What materials are lacking? Reference books — borrowing system?
- How can different cycle teachers share their materials?

SUGGESTIONS AND GOALS FOR NEXT CYCLE

- Please add an example of one of your lesson plans used in the last cycle.

CULTURAL ORIENTATION CURRICULUM

Training Guides

TOPIC AREA: TEACHING TECHNIQUES
SUBMITTED BY: Jon Cefkin, Tanee Phoohom, Court Robinson, Michael Flanagan
SITE: Phanat Nikhom

ROLE PLAY

I. **OBJECTIVE:** To determine the characteristics of effective role play, and to explore its uses as a teaching technique.

To examine the difficulties in using role plays with A/B students (particularly hilltribe students), and to identify possible ways to overcome these difficulties, such as the use of pantomime.

(*Note:* This training can be used with new teachers, teacher aides or even as a review for more experienced teachers.)

II. **MATERIALS:** Newsprint, felt pens, possibly small props for the role play.

III. **ACTIVITY:**

1. Trainer briefly discusses the objectives of the session as stated above.

2. Trainer presents an idea for a role play, gives people time to think about the characters, then asks several volunteers from the group to demonstrate the role play. The simpler the better in this case. An example would be a refugee meeting his or her sponsor for the first time.

3. Take a few minutes to "coach" the players. Provide them with a few dramatic points about their characters, e.g., sponsor is excited, has never sponsored a refugee before, wants to make a good first impression, but is nervous about the language barriers; the refugee is also quite nervous and eager to make a good impression.

4. Add a small dramatic "twist" or tension to the role play. The sponsor wants to take the refugee to a welcoming luncheon in his/her honor. The refugee just wants to lie down and sleep for a while. (Neither of the players should be told of the other's objective. These should come out in the role play itself.)

5. Brief the others in the group on their role as observers. They should watch and listen closely, observe body language, and try to discern what the refugee wants and what the sponsor wants.

6. Do the role play. Stop it when it has reached some kind of a resolution (even if only partial). The role play should last no more than 2 - 3 minutes.

7. Trainer then asks the observers: What did you see? What did the refugee want? What was his/her strategy? What did the sponsor want? etc. Allow observers to ask questions of the characters while they are *still in role.*

8. Then ask each of the role players to discuss their feelings about what just took place: What did you do? Was it working? etc.

9. Trainer then goes back to the observers and asks: What was resolved, if anything? What might you have done differently? (At this point, discussion will be likely to move from the specifics of the role play to generalizations about it.)*

10. Trainer then asks the group to analyze the steps that have just occurred in presenting and processing a role play. The following points should emerge:

    a. Establish context.
    b. Share goals and objectives.
    c. Present the idea for a role play and ask for volunteers.
    d. Give out roles, and "coach" the players.
    e. Give observers their guidelines.
    f. Set the scene, identify any props to be used.
    g. Begin the role play.
    h. Stop the role play.
    i. Process the role play.

11. Ask the group to brainstorm a list of characteristics of an effective role play. Some of the ideas that might emerge include:

    a. Short, pithy, dramatic.
    b. Potential for contrasting values.
    c. Roles should be believable; players should be able to project their own values and experiences.
    d. Immediacy, relevance.
    e. Beginning, middle and the potential for an ending.
    f. Designed for a particular audience.
    g. Balance between realism and safe distance.

12. Brainstorm a list of advantages and disadvantages of using role plays with A/B students.

    A. Advantages:

    Active and stimulating.

    Opportunity to demonstrate skills, knowledge and to express feelings, values.

    Usually entertaining.

    Players can express real feelings while "hiding" behind a role.

    Minimal set-up, preparation of materials.

    Flexible design.

    B. Disadvantages:

    Students are shy to participate.

    Observers are sometimes inattentive.

    Linguistic and cultural barriers.

    Not always taken seriously.

    Can tend to reinforce stereotypes.

    Can become too personal.

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*Acknowledgements to James A.MaCaffrey,Ph.D., for recommending this sequence for processing a role play:

13. Discuss some of the special techniques for doing role plays with A/B (and particularly hilltribe) students. Some that have been developed in Phanat Nikhom include:

    a. Teacher and/or teacher aide should demonstrate a role play before asking students to do one.

    b. Good topics include aspects of village life (rather than life in America) and simple role reversals (husband plays wife, mother plays child, and vice versa).

    c. Take extra time to coach the players and present guidelines to the observers.

    d. Establish the setting, the situation and the characters clearly (so that only certain key elements are left to be imagined and improvised).

    e. Keep the activity short (15-45 minutes total for presentation and processing).

14. Brainstorm reasons why A/B students have problems with role play. Discuss the need for "training" this level student in role play concepts. Suggest beginning with pantomime.

    a. Trainer does simple pantomime.

    b. Each participant does simple pantomime before group.
    Discuss characteristics of successful pantomine.

    c. Teacher and aide plan simple pantomime/role play to be used in class and practice while training group observes and responds with discussion.

CULTURAL ORIENTATION CURRICULUM

Training Guides

TOPIC AREA: TEACHING TECHNIQUES
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

USING A ROLE PLAY

I. **OBJECTIVE:** To be able to define, plan and use role play.

II. **PROCEDURE:**

A. Have trainees consider this definition: Role play is a short classroom dramatization of a situation which will help students visualize and practice inter-personal communication.

B. Together or in groups, have trainees brainstorm about why role play might be a useful technique. Some suggestions could be that it's:

1. Dramatic and encourages active involvement
2. Sets stage for different viewpoints.
3. Gives practice for real-life situations.
4. Prepares for class discussion.
5. Makes memorable impression.

C. Planning is essential to keep attention. Have trainees discuss the following points and suggest others:

1. Players must have clear idea of roles.
2. Keep it short.
3. Make only 1 or 2 major points.
4. Maximize the dramatic.
5. Keep dialogue brief.
6. Make use of humor, strong emotions.
7. Provide props for easy identification of roles (e.g., Hat, Badge).
8. Prepare role plays with AT in advance.

D. Many students are embarrassed to perform in front of class. Have trainees brainstorm ways to overcome shyness. Some preliminary classroom tasks might be:

1. Introduce oneself.
2. Hold a picture for class demonstration.
3. Rearrange pictures in a story.
4. Draw something.
5. Act in non-verbal role.
6. Describe a picture.
7. Tell a story.
8. Play a secondary role first.
9. Practice as often as possible.

E. Applying the technique in the CO classroom varies according to class level and composition. Have trainees divide in groups, and select 3 situations: 1 for low level non English speakers, 1 for beginning and 1 for advanced English speakers. Have them assign 2 or 3 roles for each situation identifying the point that is to be made and how it is to be made. Some situations might be:

1. Late to work.
2. A noisy neighbor.
3. Out of gas.
4. Sick on the bus.
5. A purse snatching.
6. There's a long line: you're in a hurry.

F. Select 3 people to judge the performance of the role plays according to the criteria established in C above. Have groups exchange role plays and act them out.

G. Have panel comment on the role plays.

H. Facilitator leads discussion on how the role plays can be processed. For those role plays determined to be good examples, have trainees suggest questions to help teacher elicit class comments. These could serve to compare cross-cultural differences between home country and U.S. and identify resettlement coping strategies.

CULTURAL ORIENTATION CURRICULUM

Teaching Guides

TOPIC AREA: TEACHING TECHNIQUES
SUBMITTED BY: CO Staff
SITE: Bataan

PROBLEM POSING

I. **OBJECTIVE:** To identify social and emotional factors that may be barriers to students' learning
To make the curriculum more learner-centered and relevant.
To develop a problem-posing approach in the classroom

II. BACKGROUND INFORMATION:

Problem-posing is an ideal approach for refugee students, the majority of whom come from socio-economic backgrounds and will have limited access to jobs and education in the U.S. They will often face conflicts in their new society that leave them feeling vulnerable and inadequate. The curriculum therefore, should encourage students to develop self-confidence and to use their cultural and personal strengths to resolve problems in their lives.

To translate this philosophy into CO classroom practice, problem-posing involves a three step process: 1) listening (or learning about students' culture and daily concerns); 2) dialogue (or codifying student concerns into lessons for discussion and language learning); and 3) action (or bringing the dialogue to a resolution, i.e., talking about the changes students can make in their personal lives and communities).

III. PROCEDURE:

1. The first stage of the problem-posing approach begins with active listening and investigation. Teachers are encouraged to spend time with the refugees in their housing areas, observing and discussing with them their concerns or the sources of conflicts in camp.

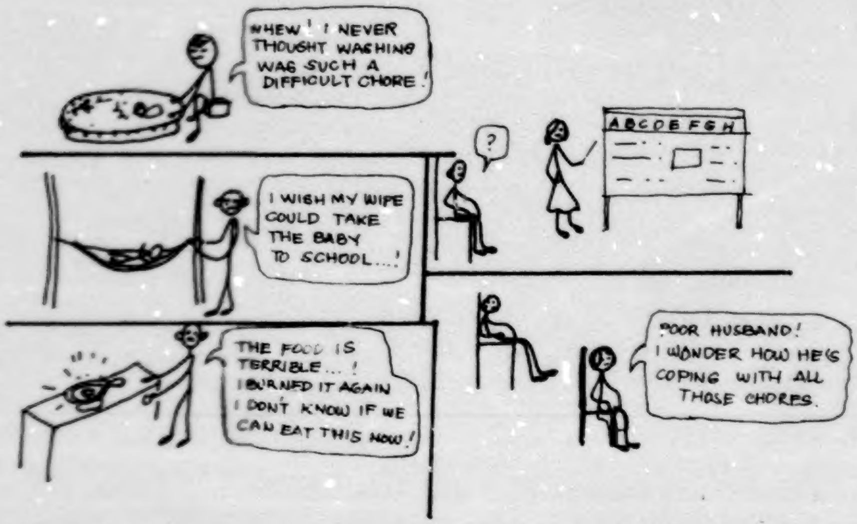
   For example, some of the issues that were identified by one group of teachers included: overcrowded housing; insufficient water; sanitation problems; long waits at the clinic; ethnic conflicts between groups; time strains caused by mandatory attendance of four hours of ESL/CO instruction, two hours of community work detail and family demands; the effects of changing family relationships and roles; and emotional trauma and anxiety caused by painful experiences of escape and fear of the loss of their own culture.

2. The second stage of the problem-solving approach is translating issues into "codes" or concrete expressions of the issues such as: a picture, photograph, story, role play, puppet show, tape, song, etc. Because it is concrete and one step removed from actual experiences, students can project their own emotional and social responses into the code.

In small groups of 3 - 4, teachers select an issue or source of conflict based on their observations and investigations and develop a code. A good code will 1) present a daily problem easily recognized by students, 2) contain the many sides of the problem, and 3) be open-ended, leaving the students to reflect on actions that are possible.

Once the codes are developed, teachers brainstorm a questioning strategy, the tool for dialogue which will aid in decoding the problem. This begins by describing what is seen and how it applies to the viewer's life. Why the problem exists and what can be done about it is then explored.

The following is an example of a code developed by teachers in a training session, about changes in family relationships and roles that refugees experience in camp. Because all refugees must attend four-hour ESL/CO classes, husbands must often assume home responsibilities of child care, cooking and washing, etc. during the time that the wife is studying. The code below presents the husband's and wife's feelings about the changes and a questioning strategy that would aid in decoding the problem for discussion purposes.


WHEW! I NEVER THOUGHT WASHING WAS SUCH A DIFFICULT CHORE!
?
ABCDEFGH
I WISH MY WIFE COULD TAKE THE BABY TO SCHOOL...!
THE FOOD IS TERRIBLE...! I BURNED IT AGAIN I DON'T KNOW IF WE CAN EAT THIS NOW!
POOR HUSBAND! I WONDER HOW HE'S COPING WITH ALL THOSE CHORES.

1. Have students describe the content in the code: "What do you see? Who is the man? What's his name? What is he thinking/saying? Where is he? Who is the woman? What is she doing? What is she thinking? . . ."

2. Ask students to define the problem(s); use questions about how the different characters in the story feel: "How does the woman feel about leaving her husband in the billet? How does she feel about studying? Is she happy, sad, worried? How does the husband feel when he's washing clothes? When he's taking care of the baby? When he's cooking? . . . ."

3. Raise similar questions concerning the student's own lives: "Are you married? Do you have children? Is your husband taking care of them now? Is this the first time he's taken care of them? Did he take care of them in Laos? Is he the same as this man? How are you like this woman? How are you different? . . ."

4. Encourage students to fit their personal experiences into the larger historical, social, cultural perspective; ask "why" questions: "In your culture do men take care of children? Is it difficult for men? Why is it difficult for men? Why is he taking care of them now? Where you come from, do women go to

school? Why or why not? Why is she going to school now? Is school important for men and women? . . ."

5. Encourage students to discuss alternatives and actions to resolve the conflict: "Can men learn how to take care of children? In other cultures, do men take care of children? Can men learn to cook? When is it necessary for men to take care of the family? How can you help men to learn? . . ."

The answers to these and other questions will differ from class to class. Each class may focus on various issues: men's cooking, the role of grandparents, or the importance of women's education.

To encourage full participation, teachers should spend enough time on the first two steps so everyone answers a descriptive or feeling question. These simpler questions develop vocabulary and can be answered even by beginning students. The later, projective questions are difficult, but equally important, for they allow students to discover they are not alone in their problems; others in the class may offer new ways to see the problem or discuss their own successes in making changes. Step Five encourages positive steps for action, though solutions may take a long time (even a lifetime). This process is therefore called "problem-posing" and not "problem-solving," recognizing the complexity of solutions for individuals and communities. After each discussion of the code, teachers may evaluate whether to pursue the issue further or choose a related one. The curriculum and language learning are in constant evolution as teachers fashion lessons by listening to their students' responses.

For beginning students, full discussions are impossible in English, though with the help of an AT, discussion in the native language is possible. One group of teachers at the camp developed a beginning level code depicting the same situation of changing family relationships. They drew a picture of the wife waving goodbye to her husband who stands in front of the billet holding a baby. The dialogue accompanying the picture was simple:

Wife:	"Take care of our baby."
Husband:	"Please come home right away."
Wife:	"I'll come after class."

Although the discussion would be limited, the lesson evokes a daily concern, teaches family vocabulary, and provides group support for the issue.

Another code developed at the camp examined the problem of insufficient water. This written dialogue (at level D) enabled students to discover their own actions through the five-step questioning process.

Nguyen:	"What time is it?"
Mai:	"It's almost one o'clock."
Nguyen:	"Is lunch ready? I'm hungry after four hours of English class."
Mai:	"I'm sorry, but I haven't cooked the rice yet."
Nguyen:	"Why not? You've been here all morning?"
Mai:	"I know, but there hasn't been any water since 7 a.m."
Nguyen:	"Why don't you ask our neighbors for some water?"
Mai:	"I did. They don't have any either."

The solution (or actions) for this code are not simple, but will require refugees and teachers to work together, using English outside the classroom, through the neighborhood associations and camp administration. Problem-posing with lessons like this one provides the important link between language learned in the classroom and language used in the outside world.

As refugees reach their resettlement country, problem-posing helps analyze and overcome difficult situations. By listening to their students, teachers can readily develop codes on unemployment, problems with social service bureaucracies, lack of translators at clinics, miscommunication between groups, etc.

Adapted from Ms. Wallerstein's Teacher Training Workshop on "Problem-Posing," Bataan, Philippines. 1982.
For further reference see *Language and Culture in Conflict*, Nina Wallerstein, Massachusetts: Addision-Wesley Publishing Company, 1983.

CULTURAL ORIENTATION CURRICULUM

Training Guides

TOPIC AREA: REVIEW
SUBMITTED BY: Piangjai Somdechpajon
SITE: Phanat Nikhom

A FISHING ROD OR A FISH

I. **OBJECTIVE:** Students will be able to relate the story to the development of self-sufficiency.
Students will see the relevance to topics in community services and sponsorship.

II. **ACTIVITIES:**

1. Draw pictures on the blackboard or newsprint as you tell the following story:

A Fishing Rod or a Fish

Boon was sailing happily on the sea. Suddenly, there was a big storm and an enormous wave washed over his sail boat. His tiny boat couldn't handle the wave, so it turned over. He had to swim hopelessly across the open sea.

Fortunately, an island came into sight and Boon immediately headed in its direction. He finally reached the island and rested awhile on the beach. Later, he met somebody on the island who had a hut there. Boon was tired and hungry so the person gave him some food and let him stay in the hut. On the next day, the man again brought food for Boon to eat. For several days after that, the man brought fish for Boon. Then one day he appeared with a fishing rod in his hand. He gave the rod to Boon.

2. Ask such questions as:
   1. What do you think the man is trying to tell Boon by giving him the rod?
   2. If you were Boon, which would you rather have: the fish or the fishing rod?
   3. What do you think this story means?

Note to Teachers: Here is some of the symbolism in the story you may want to discuss.

The sailing – students' old life in their own country

The storm – the wars and persecutions that forced them to leave

The island — a country of asylum

The man at the island – sponsor or some other "helping hand"

Fish - temporary assistance provided by someone else

Rod — a tool for self-sufficiency

CULTURAL ORIENTATION CURRICULUM

Training Guides

TOPIC AREA: REVIEW
SUBMITTED BY: Piangjai Somdechpajon
SITE: Phanat Nikhom

THE JEOPARDY GAME

I. **OBJECTIVE:** Students will review CO teaching points by selecting questions to answer.

II. **PROCEDURES:**

1. Divide students into groups (size depends on how big the class is).
2. The questions (attached) are divided into 3 sections and topics. Each section has different points: 10, 20 or 30. The number of points indicates how difficult the questions are. The section with 30 points has the most difficult questions.
3. Ask the first group what type of question they want: an easy one or a difficult one, the more difficult the question, the more points they will get.
4. Read the question out loud. The first topic is about money. If the team answers incorrectly, the question is passed on to the next team, which means that the points will go to the next team too. If the 2nd team can answer correctly they can have a bonus by having a chance to answer another question.

NOTE:

— do not let students see the questions before choosing.
— let them know only the name of the topic
— the questions that have already been asked should be crossed out
— many more questions can be added to this list
— have fun!!

ATTACHMENT

JEOPARDY GAME QUESTIONS

	(10 points)	**(20 points)**	**(30 points)**
MONEY	How much is it? $7.36	What are the names of all U.S. coins?	Give me the change for $12.39 out of a $20 bill.
SHOPPING	What are 3 differences between Asian & American stores? – tax – prices (fixed) – receipt	What is a receipt for?	How can you save money when shopping?
HOUSEHOLD SAFETY	Where do you keep medicine & detergent at home?	What do you do if you smell gas or have electrical shock?	Give me 3 ways electricity can be dangerous.
FOOD STORAGE	Where do you keep the meat & vegetables at home? In what part of the refrigerator?	How do you keep leftover food?	What do you do with garbage?
RENTAL	How do you find a house to rent?	Name 3 important parts of a rental agreement.	What is a damage deposit for?
TRANSPORTATION	What are some different forms of transportation? (bus, train, –)	What do you need to know to take a bus? (bus stop, time, exact change)	What should you know before you own a car?
BANKING	What is a bank? What do you use the bank for?	Why do you use checks?	How do you cash a check?
TELEPHONE	Why do people like to have a telephone?	What is the difference between local and long distance calls?	How do you pay a phone bill?
POSTAL SERVICES	Where can you get stamps? (P.O., store)	Where can you buy a money order besides the P.O.?	What are the kinds of services you can get at the P.O.? (letters, packages, telegrams, money orders)
LEGAL & ILLEGAL ACTIVITIES	Name 3 illegal activities in the U.S.	What might be considered child abuse in the U.S. that wouldn't be considered child abuse in your country?	If John wants to fish or drive, what does he need first?

HEALTH/MEDICAL SERVICES	How do you make an appointment with the doctor?	How do you pay for medical services?	Name 3 ways to stay healthy.
FAMILY PLANNING	Why do some people want small families?	Name one of the birth control devices for men and one for women.	What should you do before using birth control?
EMPLOYMENT	Name 3 jobs in the U.S. (in English)	Name 3 ways to find a job?	Name 3 ways to keep your job.
INTERVIEW	How do you prepare for a job interview?	Name 3 questions you will be asked by the interviewer	What kind of questions would you ask the interviewer?
JOB CONTRACT	Do all jobs have a contract? What is it for?	What should you do if you are late or sick?	What do you call the work permit card in America?
SOCIAL SERVICES	What are 3 things you will apply for in the U.S.? (S.S. No., job, health insurance)	How do you qualify for special government assistance?	How do you use food stamps? Why is each family treated differently?
SPONSORSHIP	What are the different kinds of sponsorship?	What are some responsibilities of refugees to sponsors?	What can you do if the sponsor doesn't fulfill his/her responsibilities?
EDUCATION	How can you work and go to school at the same time?	What age do children have to be to go to school?	What documents do you need to enroll children in school?

CULTURAL ORIENTATION CURRICULUM

Training Guides

TOPIC AREA: REVIEW
SUBMITTED BY: Charles W. Oliver
SITE: Bataan

TROUBLE SHOOTING SIMULATIONS

I. **OBJECTIVE:** Students will review by practicing problem solving skills.

II. **BACKGROUND:** Without review, retention of information can be weakened since weeks may intervene between sessions on the same topic. "Trouble-shooting simulations" which involve real-life problems are a realistic way to encourage students to review the past week's learning activities and to integrate old and new information through practice in problem solving. To review the target competencies in a 1½ hour class, the problems must be carefully chosen. If they are not difficult enough, it will be boring; if they are too difficult it will take too long. If desired, a panel can evaluate the solutions and give a score. The interest level of the class appears directly proportional to how real the simulation has become for them.

Once the class is familiar with the activity, different groups can pose problems to each other. In this way students not only review the material, but the teacher can determine if he/she has given proper emphasis to various teaching points.

III. **MATERIALS:** Newsprint, felt pens
Problem Sets (Below)

IV. **ACTIVITY:**

1. At the beginning of the class the students are divided into small groups (5-7 individuals) and each group is given newsprint and marking pens. They are told they have recently arrived in Somewhere, U.S.A. Each group is then given a set of real-life problems for which they must find appropriate solutions. Give each group 30 minutes to record both the problem sets (4-5 maximum) and respective solutions. The instructor and Assistant Teacher should monitor the group work, but refrain from giving advice. They should only clarify the problem set if necessary.

2. After each group has finished, the recorded results are placed on the front wall of the classroom for discussion, clarification, and processing. What is important to remember at this point is that there are no rigidly fixed answers to any of the problem sets. What is important, however, is that each problem is considered carefully and thoroughly. This is where the review process is reinforced. Other solutions may arise from class members at this point which may be just as valid (or better) than the one on the board. Here the instructor must monitor continuously and clarify or reinforce the relevant teaching point as the need arises.

3. The following is a typical problem set given to one group in Level E classes of Khmer, Lao, and Vietnamese students. Among the topics reviewed were Housing: Tenant/Landlord Relationships. The same method has been used to review Emergencies and Health Care in America. The problems must be adapted to the proficiency level of the class, and thoroughly processed if maximum results are to be achieved.

SAMPLE PROBLEM SETS

1. Problem — Your relatives from the PRPC just showed up at your doorstep, your landlord has strict rules regarding the number of occupants per apartment. You have already the maximum number allowed. What will you do?

2. Problem — Your neighbors left their garbage out last night, and in the morning, to your dismay, you have found the dogs have scattered it all over your front lawn. What will you do about it?

3. Problem — Your landlord promised you a new hot water heater when you moved into your apartment. However, after six months he still hasn't delivered a heater, and it's getting cold outside. What will you do about it?

4. Problem — You have been offered a higher paying job in a factory on the other side of town, and you find it necessary to move to an apartment close to work. However, you have six months rent which you would like to get back. What will you do?

TOPIC AREA: REVIEW
SUBMITTED BY: Jon Cefkin
SITE: Phanat Nikhom

FIELD DAY REVIEW

I. **OBJECTIVE:** Students will review selected material from ESL and CO curriculum by performing various tasks.

II. **PROCEDURE:**

1. When each group comes in, students will count off by 5's. Number ones will go to a colored circle on the wall. Number twos another colored circle, etc. . . These will be the teams -- in mixed classes and ethnic groups. Each team member will go through a series of six stations with a tester. They must answer the questions and do the activity at each station. If they perform well they will get two chips, if they perform not so well they will still get one chip at each station. At the end of the line the tester will add up the chips and record the total on a paper. Then they can recycle the chips. After each student has finished, the team with the most chips wins.

2. Teachers will be the testers. Three testers will be assigned to each line (5 lines). They are responsible for asking the questions to test the student's oral English ability. They will also direct the activities and give out chips — two for a good performance, one for a not so good performance. When one tester and student are at the fourth station, the next tester and student can begin. A teacher should try not to test his/her own students.

III. **TEST STATIONS:**

1. LEVELS A & B.

   1. PERSONAL INFORMATION

      Student must fill out a simple I.D. form to test written English skills.

   2. MONEY

      Tester asks, *"How much money do you have?"* Students must count the money in the envelope and tell the tester.

   3. JOBS

      Student will see a selection of job posters: cook, janitor, seamstress, carpenter, and dishwasher.
      Tester will ask, *"What job do you want?"* Student must select a poster and give the name of that job.

4. CALENDAR

Tester will ask, *"What is the date today?"* Student must give the correct day, month, date, and year. (e.g.,Thursday, September 29th, 1983).
Then tester says, *"Mark it on a calendar."* Student must mark the correct square.

5. TELEPHONE

Students will be shown a telephone list with symbols and sight words, (e.g., hospital, school, etc.)
Tester tells student: *"Call the hospital."* Student must pick up the phone, put it to his/her ear, and dial the correct number.

6. MEDICINE

Tester will select a symptom poster and ask *"What's wrong?"* Student must answer: (e.g., headache, stomachache, etc.)
Tester asks, *"What medicine do you need?"* Student must select the correct medicine from the box.

vomiting = Pepto Bismol
toothache = Aspirin, Tylenol
headache = Aspirin, Tylenol
coughing = Vick's 44
constipation = Maalox
fever = Aspirin, Tylenol
cold/sneezing = Dristan
small cut = Iodine, bandaid

2. LEVELS C, D, E

1. PERSONAL INFORMATION

Students must fill out an I.D. form to test written English skills.

2. MONEY

Tester asks, *"How much money do you have?"* Students must count the money in the envelope and tell the tester.
Tester then asks the students: *"Add up the coupons." "How much?"* Students must give the total.
Tester then asks the student to subtract the coupons from the money.
"How much money do you have left?" Students must give the correct amount.

3. JOBS

Tester shows the students the job posters. Tester asks them what they did in Laos and then what they want to do in the United States. Students must respond.

4. CALENDAR

Tester asks, *"What is the date today?"* Student must give the correct date; day, month, date, and year. (e.g. Thursday, September 29th, 1983).
Tester then asks them to mark it on a calendar. Student must mark the correct square.
Tester then asks them, *"What is your birthday?"* Students must respond.

5. TELEPHONE

Students are shown a telephone list with symbols and sight words, (e.g., hospital, school, post office, etc.) Tester tells the student, *"Telephone the Hospital."* Student must pick up the phone, put it to his/her ear and dial correctly.
Tester then tells them, *"You live in California." "Call your friend in Seattle, Washington."* Students must make a long distance call.

6. MEDICINE

Tester selects a symptom poster and asks, *"What's wrong?"*. Student must answer correctly, (e.g. headache, stomachache, etc.)
Then tester asks, *"What medicine do you need?"* Student must select the correct medicine from the box.

vomiting = Pepto Bismol
toothache = Aspirin, Tylenol
headache = Aspirin, Tylenol
coughing = Vick's 44
constipation = Maalox
fever = Aspirin, Tylenol
cold/sneezing = Dristan
small cut = Iodine, bandaid

TOPIC AREA: REVIEW
SUBMITTED BY: Jacques Morand
SITE: Bataan

WHAT IS AMERICA TO ME?

I. **OBJECTIVES:** Students will develop self-confidence.
Students will be able to evaluate the CO Program.
Students will be able to identify concerns.

II. **MATERIALS:** Paper, crayons

III. **ACTIVITIES:**

1. Make a drawing of: "What is America to me?" Clarify the meaning of the title and content. It can reflect any impression the student has had over the CO course. Take about 15 minutes. Distribute paper and crayons. (Different colors can be shared.)

   Have students present their drawings to class and briefly describe contents. Point out that different people have different priorities.

2. Ask the question: "What are the most precious things you will take to the U.S.? Clarify the question. It can include skills, values, belongings, intentions, etc. Distribute paper. Take about 15 minutes to make a list.
   Have the students present their lists to class. Have class prioritize results on the board. Point out that each person will be starting with something and that what each person brings is important in the resettlement process.

3. Discuss in groups how the CO program has helped students prepare for resettlement. Identify different kinds of information and different kinds of resettlement skills. Take about 10 minutes to prepare conclusion. Present to class.

TOPIC AREA: REVIEW
SUBMITTED BY: CO Staff
SITE: Phanat Nikhom

STUDENT EVALUATION OF CO COURSE

I. **OBJECTIVE:** Students can review and evaluate what they have learned in their CO class.

II. **MATERIALS:** Newsprint and pens/markers/pencils.

III. **PROCEDURE:**

1. Divide the learners into small groups.
   Each group brainstorms a list of what they have learned in CO during the past 12 weeks. The students can make a list or draw pictures.

2. Each group leader reports his group's list to the whole class. Teacher or learner writes the master list on the board. Ask one literate class member to record the list.

3. Back in small groups, the students select the five most important items from the list. The teacher asks, "Of all the items on the board, what are the five most important or most useful items you have learned and why?" When the students report to the class, be sure that they report not only the five items, but also *WHY* these items were considered most important.

4. The next topic for discussion in the small group is, "What do you still need to learn about in order to adjust to your first weeks in the United States?"

   Teacher writes the responses on the board, and the secretary records them on paper. For each item listed, the teacher asks the class:

   1. "How can you learn about this?"
   2. "Who can help you learn about this?"

5. Back in small groups, the students discuss, "What classes did you enjoy the most, and why?" The teacher writes the responses on the blackboard, and a class member records.

6. Again in small groups, the students discuss, "What do you think will be the most difficult part of adjusting to American culture?" After that, they can discuss, "What are you looking forward to most in your life in the U.S.?"

   Students can then draw a picture of what they are looking forward to. After they have finished, they can show and explain their pictures to the class.

Don't forget to keep records of what you or the secretary has kept of the various responses. These lists can be helpful in revising the CO curriculum.

CULTURAL ORIENTATION CURRICULUM

Training Courses

TOPIC AREA: USE OF RESOURCE MATERIALS
SUBMITTED BY: Thomas Riddle
SITE: Phanat Nikhom

A GUIDE TO
YOUR NEW LIFE IN THE UNITED STATES

I. INTRODUCTION

This material was developed over a one-year period at the Consortium. It is intended for use with level C, D, and E classes, although in a modified form some of the methods and questions may be useful in A/B classes.

The units covered in this guide are:

A. Travel and Communication
B. Your Job
C. Education
D. Community Services
E. Medical Services
F. Law

The other units, "Your Home" and "Finances and Consumer Education" are best taught by including the material in the books in the regular lessons. For example, when teaching banking, pass out blank checks and a blank check register and refer to the book to show the students how to use them.

Note: The pages referred to in this activity come from the March 1984 printing of Your New Life in the United States which contains all the units in one volume.

II. PROCEDURE:

1. The primary method used is group work. The class is divided into groups of not more than 4 students. Each group is given a question to which it must find the answer by looking in the book. Groups should be encouraged to write their answers down in their native language or in simple English and to report to the rest of the class when all the groups are finished working. The teacher should supply any supplemental information immediately after each group has presented its report.

   Sometimes the students do an inadequate job of answering the questions. Don't be discouraged. The goal here is not only for them to learn the material, but also to teach them how to look in a book and find information that they need. The process can be equally as important as the result. Teachers may be surprised to see that as the course progresses, the students do better at answering the questions.

   There are a few things to be mindful of when doing the group work. The slower students like to sit with a faster student and let him/her do all the work. It may be useful to form new groups every time group work is done. Many times, if the teacher is not careful, the same few students will give the reports to the class. Encourage every student to stand up in front of the class and report. Students often leave their books at home, especially on the days the teacher plans to use them. The students should bring their books to class every day.

2. The "Caption Game" or "Find the pictures that go with these sentences" can be done with all of the units. It is a particularly effective method to use with lower level classes, but upper level classes enjoy it as well.

III. GUIDES TO UNITS:

A. TRAVEL AND COMMUNICATION

NOTES: Most of the second half of this booklet, Communication, is best taught along with the regular unit on telephones and long distance calling. When teaching the details of telephones one method is to show the realia and then have one student read from the book a description of that piece of realia. The teacher can then add more details.

1. **Find the picture that goes with these sentences:**

Americans always stand in line.

The police can help you if you get lost.

Can I see your ticket please?

Don't forget to fasten your seatbelt.

Long time no see!

Won't that darn bus ever get here!

2. **Questions for group work:**

Tell the story of Mrs. S. How did she get lost? How was she found?

page 22	Explain some things that are different about taking public buses in America.
page 23	What are some expenses you will have when you have a new car? What are some laws you should know before you drive a car?
page 29	Tell the class some things that they might not know already about how to stay safe in an urban area.

B. YOUR JOB

NOTES: Since employment is the topic that is given the most emphasis throughout the CO course , it is not necessary to cover the entire section on jobs in one unit. The book can be referred to later when paychecks, interviews, etc. are discussed. It may be appropriate to assign a more complex question to a bigger group of students.

page 45	What are the three different kinds of jobs. Give one example of each and tell which jobs you or people in the class could do.
page 51	Why do you need aSocial Security card? Can you change your Social Security number? How long will you have it?
page 52	What is a resume or fact sheet? How can it help you?
page 55	Why is it important to know the working hours? What are some "company rules"? What are "fringe benefits"? What are some examples of fringe benefits?
page 56	What does the clock on page 56 do? How will you use it? What should you do if you think you are going to be absent or late for work?

page 58 How do you change a paycheck into cash?

page 59 & 60 What are four ways to learn a skill?

page 63 What should you do before you change jobs?

C. EDUCATION

page 69 Three people can act out the story of Mr. L. One person can be the narrator and introduce the story. One person can be Miss L and tell about her problems and about her life. Another person can be Miss L's friend. How did she solve her problem?

page 71 How long *can* American children study? How long *must* they go to school?

page 72 What is a private school? How is it different from a public school?

page 73 What are the schools for children under 6? What are some reasons why you might want to send your children there? Can you think of any reasons why you might not want to send your children there.

page 74 What should parents take with them when they enroll their children in a school?
How will the school determine in what class or grade to put your child?

page 75 What times do American children go to school each day? What months do American school children go to school each year?

page 76 What are some special classes that might be offered to refugee students?

page 77 What are some subjects that American children study in school?

page 78 How is the way American teachers teach different from the way teachers taught in your own country?

page 80 How do many American children learn about sex?

page 81 How are American students punished? How do teachers treat dishonesty and cheating?

page 84 What are some things to remember about education after high school?

D. COMMUNITY SERVICES

NOTES: This topic should be introduced by similar techniques mentioned in the community service lesson plans that lead students from the known community services in their own country to the unknown community services in the U.S.A.

Students will be particularly interested in this unit because it deals with an issue they have thought a lot about — welfare. Many of the students have misconceptions about what welfare is, where it comes from, why they need it, etc. Leave plenty of time for questions after each group has given its report.

page 119 What is the purpose of public assistance?

page 120 Who will you go see before you can get assistance?

page 121 How will medical insurance help you?
What special things might it help you get?

page 123 What should you do if you get to America and you run out of money and food and no one will help you?

page 124 What are food stamps?
What can you buy with them?

page 127 What will happen if you get a low paying job and still don't make enough money to support your family?

page 128 How should you prepare for the interview? What should you take with you?

page 129 What things determine how much assistance you are given? What should you do while you are waiting?

page 130 What free or low cost educational programs might be useful for people receiving assistance?

page 136 What is an MAA? How might it help you?

E. MEDICAL CARE

1. **Find the pictures that go with these sentences.**

"Here, get in," said the policeman, "You'll be at the hospital in 10 minutes." (page 147)

"Thanks for your medical I.D. card. Now please fill out this form." (page 148)

"Can't you open your mouth any wider?" (page 145 & 150)
"Take one of these every day, O.K.?" (page 146 & 152)
"Don't cry baby, it doesn't hurt." (page 156)

2. Have one student read the first paragraph on page 1. What was wrong with Mr. S? How did they know what was the right time to go to the doctor's office? What medicine did the doctor give Mr. S.? What advice did he give the patient?

Have two students take the parts and read "On their way home . . ." on page 1 and 2. Why was Mr. S unhappy? From what Mr. C. said, how are American doctors different from doctors in his country?

3) Divide the class into groups. Use scissors to cut the paper and give each group one or two questions. Later distribute newsprint and felt pens, and encourage them to write the answers to the questions on the newsprint.

page 147 and 148 When should you call an ambulance? Where should the ambulance take you? What is the first thing you will do in the emergency room?

page 149 Can you go to a doctor without an appointment? What will happen if you miss your appointment?

page 152 What is the important thing to remember about taking prescription medicine?

page 154 What are some American hospital rules. Are they different from hospital rules in your country?

page 149 How is a clinic different from a doctor's office?

page 158 If you don't have enough money to pay for the medical and dental bills, what should you do?

page 159 Act out, draw, or tell the class about some American health customs.

4) Role play an American doctor treating a refugee who has a headache and who feels tired all of the time. In the end the doctor should send the patient home saying, "Go home and go to bed. A good sleep can cure many things you know." Ask the students how they would react to that.

F. LAW

The discussion questions listed here may be too difficult for most C level classes. The true-false test, however, has been used successfully with C-D level classes.

A good introduction to this unit is to discuss with the students what rights they have in the camp, (e.g., they might have the right to sell, but not the right to travel.) Discuss with them that in America they will be equal to everyone else which means they will have both freedom and responsibilities.

page 199 & 200 Three students can act out the story. One person can be the refugee, one person can be the police officer and one can be the translator.

page 201 Why are there so many laws in the United States?

page 202 What should you do with your I-94? How long must you live in the U.S. before you become a permanent resident? What must men 18 years old or older do when they arrive in the U.S.?

page 203 What are the basic rights of people in the United States? If you say that you didn't know about a certain law that you broke, will that help you? Explain the three kinds of laws.

page 205 & 206 Look at the laws on pages 205 & 206. Tell the class about some of the laws in America that are different from the laws in Laos.

page 208 How are police in America different from police in Laos?

page 209 What will happen if you are arrested for a crime in America?

The Your New Life in the United States Law test. Write T or F beside the number.
T = true / F = False

1. If you are rich or in a high position in the government in America, you don't have to obey the law.
2. If you don't know a law or you can't speak English, and you do something wrong or against the law then it is no problem.
3. It is best to keep your I-94 in the bank so that you don't lose it.
4. After two years you can apply to be a citizen in the U.S.
5. When you become 18, you must give your name to the government.
6. If an American doesn't hire you *because* you are Lao or Khmer or dark skinned, it is O.K.
7. In some states you can drive a car when you are 16.
8. Anyone 17 or older can drink beer in America.
9. You must get permission to have a gun and to carry it on the streets in most states.

10. It is legal to throw paper in the streets in most U.S. cities.
11. Sometimes it is against the law to kill birds in the U.S.
12. In a free country like America if you don't like your wife or husband, you are free to go and find another.
13. If you drink and drive you can get into big trouble with the law.
14. Only the wealthy people in America can have a lawyer.
15. Prostitution is illegal and if you are caught with a prostitute both of you might be arrested.
16. If a policeman stops you for a traffic violation, give him $5.
17. You are free in America to beat your children.
18. If you take something from a store they may send you to jail.
19. After one year in the U.S. you may apply for permanent resident -alien status.
20. Marijuana is legal in some states.

TOPIC AREA: USE OF RESOURCE MATERIALS
SUBMITTED BY: Kritsada Boonruang
SITE: Phanat Nikhom

USING *YOUR NEW LIFE IN THE UNITED STATES* WITH ILLITERATE STUDENTS

I. **OBJECTIVE:** Teachers will be able to use student booklets creatively and effectively in class to stimulate interest in and continued use of the booklets.

II. **MATERIALS:** A sufficient number of booklets to provide one to each teacher (these should be in Hmong or Khmer — some language that the teacher *cannot* read. The trainer should have a copy in English)

III. **PROCEDURE:**

1. Pass out the booklets, one per teacher. Give them a few minutes to look them over and discuss.
2. Ask them to turn to a particular page. Trainer then reads a brief passage or story from the booklet (in English). Ask some content questions relating to the passage.
3. Now ask one of the teachers to continue reading from his or her own booklet: What, can't read it? Can't read Khmer? Well, can anybody? No? How do you feel about that? Frustrated? Angry? Foolish? Indifferent?
4. Ask the teachers to brainstorm some ideas and activities for using the booklets with illiterate students.
5. Discuss these suggestions: Will they work?
Are they worthwhile?

IV. Following are some of the activities developed in Phanat Nikhom:

1. Pass the booklets out to the students. Have them write their names in the front and then look through the booklets. What are they about? Can they recognize any of the pictures or illustrations? Perhaps they will recognize one or two words. What are some of the topics presented in the booklet?
2. Ask the students to look at the numbering system. The page numbering in the *Your New Life* booklets is separate for each of the 9 topics. The students can re-number their booklets if desired. How many sections does each booklet have? How can you tell?, etc. (see note below).
3. Ask them to turn to the first section, "Introduction" and look at the picture on page 5. Who are these people? (A refugee family) Where are they? What are they doing? Who is the woman on page 7? (Probably a sponsor). Keep the pace fairly brisk. Provide a little information as you ask the questions. Ask them to find a picture of two people shaking hands (page 11). Have them make up a short story about the picture. Perhaps you could role play some types of greetings at this point.

4. Select a picture that relates to the topic you are teaching that day and tell a story illustrating a point you want to emphasize. Have the Teacher Aide read a selection from the booklet. Ask content questions and discuss.

5. Encourage your students to keep the booklets handy and bring them to class when asked.

NOTE: These booklets need to be used extensively for illiterate and pre-literate students. The booklets can also serve as a source of useful information for the refugees when they get to America (if these students can get some help reading). It would be good to stimulate a little interest in them.
The different sections were previously published as separately paginated booklets. Now they appear in one volume.

TOPIC AREA: USE OF RESOURCE MATERIALS
SUBMITTED BY: Thomas Riddle
SITE: Phanat Nikhom

THE OREGON MEDICAL GUIDE

I. **OBJECTIVE:** Trainees will become familiar with contents of the *Guide*
Trainees will demonstrate how to use the *Guide*

II. **MATERIALS:** A copy of the *Oregon Medical Guide* for each trainee.
A copy of the *Guide* Test for each trainee (below)

III. **ACTIVITIES:**

1. Pass out the books and slowly leaf through the book with trainees explaining how to use the charts, how the book is divided, etc.

   Pass out a copy of the test to each trainee. Have them work alone.

   Have trainees exchange papers and correct the test slowly together. Be sure that everyone can find the answer on the right page as the answer is given.

2. Have trainees divide into groups. Assign each group a level, and have them select medical problems which could be discussed in classes for their level.

Medical Guide and Glossary Test

1. If you need glasses, what kind of doctor should you go see?
2. For the last three days you've had a lot of pain in the lower right hand side of your abdomen. What could be wrong?
3. I've got a headache, aches and pains in my body, a runny nose and I feel tired. What could be wrong?
4. I've got a stomachache. What should I take for it?
5. What are two diseases that you should have your children immunized for?
6. What kind of birth control is almost 100% effective?
7. What are three things that a pregnant woman should not do?
8. Your friend suddenly cut his arm very badly. What is the first thing you should do for him?
9. You've had a car accident and you can see that your friend's leg is broken. What is the first thing that you should do?

CULTURAL ORIENTATION CURRICULUM
RESOURCE MATERIALS

Introduction

This section of the Manual is divided into three parts:

Part One: Print Materials Used by All Sites
Part Two: Print Materials Developed by IESL/CO/PET Training Sites
Part Three: Audio Visual Materials Used by All Sites

For ways in which some of these materials are being utilized in the sites, see the section, *Use of Resource Materials* under *Training Guides* in this manual.

CULTURAL ORIENTATION
RESOURCE MATERIALS

Part One: Print Materials Used by All Sites

The Refugee Service Center distributes a variety of materials for use in the IESL/CO/PET Program. They include both printed texts and audio-visual materials. Some are for staff reference and training; others are for refugee students. The following annotated list describes those materials used primarily in the CO component. All of the materials were developed under U.S. State Department contracts for the Intensive Program except where indicated otherwise.

You're On Your Way, The Ford Foundation, Bangkok, Thailand, 1980. This volume was funded by The Ford Foundation. It is an orientation booklet for refugees bound for the U.S. It gives information on various topics from airplane travel to life and laws in the U.S. complete with illustrations and photos. **You're On Your Way** is available in English, Hmong, Khmer, Lao and Vietnamese.

English-Lao, Phrase Book
English-Khmer, Phrase Book
English-Vietnamese, Phrase Book
English-Chinese, Phrase Book
English-Hmong, Phrase Book

These bilingual phrase books contain over 200 useful phrases for a number of everyday topics. In addition, they include word lists of nearly 500 words. Voice tapes of these books are available. Center for Applied Linguistics, Washington, D.C., 1980-1981.

Your New Life in the United States, Center for Applied Linguistics, Washington, D.C., 1981.

This volume provides an introduction to topics of immediate interest to newly resettled refugees. The nine sections are:

- Introduction
- Travel and Communication
- Your Job
- Education
- Your Home
- Community Services
- Medical Services
- Finances and Consumer Education
- Law

The book has many photos and illustrations and provides a checklist of important things to do at the end of each section. The book is available in English, Chinese, Hmong, Khmer, Lao and Vietnamese.

CO Monographs (Revised), Refugee Service Center, Center for Applied Linguistics, Manila, Philippines, 1983.

The CO Monographs are teacher reference materials for nine topic areas:

Consumerism and Finance
Community and Social Services
Communication and Transportation
Education
Employment
Health and Sanitation
Housing
Laws and Legal Services
Resettlement and Sponsorship

These volumes provide basic information to aid teachers in preparing lesson plans on CO topics. The revised versions include ***Study Guides*** which key the CO Content Standards to relevant material in the Monographs and provide study questions for teacher and classroom use. In addition, excerpts from ***The Letters Project*** (See below Part II) relate information in the Monographs to refugee resettlement experiences in the U.S.

Southeast Asian and American Attitudes: A Cross-Cultural Guide, Refugee Service Center, Center for Applied Linguistics, Manila, Philippines, 1982.

This Guide provides observations on cross-cultural attitudes and perspectives which help reveal differences between Southeast Asians and Americans. The Guide is divided into two parts: Part One is organized into sections following the CO curriculum. For each section, "Overviews" compare the ways Southeast Asians and Americans might view a particular topic; "Caricatures" make note of how each might react to the other's view. Part Two of the Guide includes discussion questions for each of the sections. These can be used for self-study or classroom activities.

The Journal, Refugee Service Center, Center for Applied Linguistics, Manila, Philippines.

The Journal provides a forum for sharing information about the IESL/CO/PET Program by those who work in the training sites as well as service providers in the U.S. Five issues have appeared since 1982 containing articles on educational and cultural aspects of the program, as well as news and information of interest to all those working in refugee resettlement.

The Oregon Medical Guide and Glossary, Indochinese Language Resource Center, Portland, Oregon, 1980. This volume was funded by the State of Oregon.

The Guide includes sections on the American health care system, common diseases, children's health care and a bi-lingual guide to help describe problems and symptoms. The Guide is available in English, Hmong, Khmer, Lao and Vietnamese.

American Cultural Orientation Workbook, Virginia Johnson, Ralph Stevens, Dennis Voboril, ICMC, Bataan, Philippines, 1982.

This student workbook is a compilation of useful information with accompanying exercises keyed to the 11 topic areas in the CO curriculum. Two editions are available: one with translations in Chinese and Vietnamese and the other with translations in Khmer and Lao.

The Letters Project, Thomas Riddle, ICMC, Bataan, Philippines, 1982.

This large volume is a collection of letters written by refugees to teachers, friends and relatives at the Philippine Refugee Processing Center in Morong, Bataan. Some were originally written in English, others have been translated from Chinese, Khmer, Lao, and Vietnamese into English. They speak of feelings and experiences as the cultures of Southeast Asia and the U.S. meet in the everyday lives of refugees struggling to make the transition to a new life in America. The *Letters* have been widely used in the classroom and for reference in various publications.

The U.S. According to CODOG: Cultural Orientation Through Pictures, Don Robishaw and Mariza Artificio, ICMC, Bataan, Philippines, 1982.

This beautifully illustrated book originated in the Cultural Orientation Discussions Objectives Game, hence, its name, CODOG. It is a series of picture stories keyed to the Cultural Orientation curriculum topics. Each unit contains the picture series, concentration game (a kind of matching game played with 2 sets of cards), guided questions, additional vocabulary and suggested activities. Large posters have been prepared for classroom use.

Life in the New Land: CO Comics, Phlor T. Torrejos, ICMC, Bataan, Philippines, 1983.

This book of ten comic strip stories, drawn by a professional artist, addresses major issues in the CO curriculum including the topics of welfare, housing, parenthood, women's choices, secondary migration, on-the-job relationships, family planning, multi-ethnic society and law.

The book includes a teacher's guide to using the comics, classroom activities and discussion questions.

America, In Sight, Fred Ligon, Herman, S.K., The Experiment in International Living, August 1982.

This book is a collection of picture stories and dialogue grids which make clever use of pathos and humor in the situations faced by refugees in their adjustment to life in the U.S. The material is appropriate for practice at all levels of ESL, as well as for discussion in English or the native language in the CO classroom.

Shopping in America, Thomas Riddle, The Consortium, Phanat Nikhom, Thailand, 1983.

This booklet presents typical U.S. advertisements for consumer goods. They are divided into various categories from cars to clothing. Suggestions on how to use the material are made in the *Training Guides* section of this manual under the section *Use of Resource Materials.*

English-Hmong, English-Khmer, and English-Lao Vocabulary for Refugees Resettling in the United States, Piangjai Sorndechpajon, The Consortium, Phanat Nikhom, Thailand, 1983.

These booklets are bi-lingual CO glossaries containing around 750 entries categorized into nine topic areas.

Part Three: Audio-Visual Materials Used by All Sites

A. VIDEO TAPES

1. TITLE: "Your New Life in the United States" Series (Five Parts)

Introduction	Color 20 Min.
Employment	Color 20 Min.
Basic Health Care	Color 20 Min.
Household Maintenance	Color 20 Min.
Emergency Situations	Color 20 Min.

PRODUCER: Center for Applied Linguistics in association with Abramowitz Productions, 1982

DESCRIPTION: An introduction for refugees to organizations and services that can assist them, and to essential information on aspects of everyday life. Presentations are available in English, Vietnamese, Lao, Khmer, Hmong, and Cantonese Chinese.

2. TITLE: **Ben Da, U.S.A.** Color 28 Min.

PRODUCER: Cinematics, David Hogoboom, 1981

DESCRIPTION: An in-depth look at the resettlement problems of a Vietnamese fishing community in Rockport, Texas. English soundtrack.

3. TITLE: **Survival Needs,** Program 1 Color 20 Min.

PRODUCER: International Institute, Indochinese Family Services, Chung Hoang Chuong, 1980

DESCRIPTION: Documentary of the initial refugee experience in the U.S. including housing, transportation, community and social services, banking, shopping and recreation. Available in Khmer, Lao and Vietnamese.

4. TITLE: **Don't Forget the Khmer** Color 58 Min.

PRODUCER: Martin Zell, circa 1979

DESCRIPTION: A documentary of the experiences of a volunteer medical team from Iowa working in Khao-I-Dang, Thailand refugee camp. The film depicts life in the camp and provides background information on the refugee exodus from Cambodia. English soundtrack.

5. TITLE: **The Phans of Jersey City** Color 59 Min.

PRODUCER: Howard Street Productions, 1980

DESCRIPTION: The *Phans of Jersey City* is the unrehearsed, intimate story of a 20-member refugee family and their attempts to cope within an alien society. In Saigon, the Phans had money and status. Mr. Phan was a successful business-man and his children were pointed toward professional careers. But in America, Mr. Phan is on welfare and his sons and daughters hold menial jobs. Richer than fiction, the true-life drama of the Phans provides a complex interpretation of the American Dream that is both inspiring and disturbing. English soundtrack.

6. TITLE: **City of Refuge** Color 29 Min.

PRODUCER: Impact Images, 1982

DESCRIPTION: The film provides an in-depth view of the very successful resettlement experiences of a Hmong family sponsored by a church group in a conservative small town in Iowa. English soundtrack.

7. TITLE: **Indochina Refugees** Color 59 Min.

PRODUCER: Martha Stuart Communications, Inc., 1981

DESCRIPTION: Martha Stuart interacts with a group of Southeast Asian refugees in America, who discuss their native countries, why they fled, and their adjustment experiences English soundtrack.

8. TITLE: **American Dream, American Reality . . . The Refugee Experience** Color approx. 60 Min.

PRODUCER: Martin Zell, 1982

DESCRIPTION: A documentary on the resettlement experiences of Southeast Asian refugees in Iowa. Included are sequences showing the procedures in applying for various social services and the importance given to job placement. The film also includes the reactions of native Iowans to the refugee program. English soundtrack.

9. TITLE: **Police and Indochinese Refugees in Iowa: Improving Communication** Color approx. 30 Min.

PRODUCER: Iowa Refugee Service Center, 1981

DESCRIPTION: The film was designed to provide police with background information on Southeast Asian cultures, the role of police in SE Asian cultures and the expectations Indochinese newcomers may have regarding police. English soundtrack.

10. TITLE: **New Neighbors. . . New Challenges,** Parts I and II — Color 20 Min.

PRODUCER: Task Force in Police/Asian Relations (TOPAR), circa 1980

DESCRIPTION: A police training film developed in Orange County, California. Focus is on American/Indochinese cultural differences and provides appropriate techniques for on-the-job interactions with the Indochinese community. Part I is entitled "Home Interview," Part II is "Traffic Encounter." English soundtrack.

11. TITLE: **Vietnam: An American Journey** — Color 85 Min.

PRODUCER: Richter McBride Productions, 1979

DESCRIPTION: *"Robert Richter was the first American filmmaker allowed in Vietnam after the war, and his seven – week trip down Highway One from Hanoi to Saigon (Ho Chi Minh City) is an enlightening, often touching portrait of civilian rehabilitation after a national trauma."*

Tom Allen, Village Voice

The journey began in Hanoi, now largely rebuilt, and included Vinh and Quangtri City, which were all but leveled, and the War Crimes Museum at Da Nang (housed in a former U.S. Consulate). An emotional highlight is an interview with a survivor of the My Lai massacre – a woman who lives because she had fallen beneath the bodies of family and friends. Scenes of people at work and at play, of orphanages, rehabilitation centers, cultural activities and landscape are intercut with footage of long-gone battles – a visual juxtaposition of then and now. The film does not draw conclusions; Richter simply filmed what he saw. English soundtrack.

12. TITLE: **Payday** — Color 28 Min.

PRODUCER: Oregon State University, Department of Adult Education, Wayne Haverson; in cooperation with University of Washington, 1981

DESCRIPTION: The film is a pilot tape for a series of English language teaching videotapes designed for use by paraprofessionals, tutors, inexperienced teachers and others in classroom, community and home settings. The purpose of this pilot tape is to develop student fluency in asking, following and giving directions. English soundtrack.

13. TITLE: **Teaching Strategies in ESL** Color 30 Min.

PRODUCER: San Diego Community College District, Adult and Continuing Education, Coordinator: Autumn Keltner, 1977

DESCRIPTION: This is a pre-service staff development tape in which Leann Howard and Barbara Douglass demonstrate a modified audio-lingual technique for beginning level students. English soundtrack.

14. TITLE: **Situational Dialogues – A Conversation Technique** Color 30 Min.

PRODUCER: Palomar College, San Marcos College

DESCRIPTION: This tape is one in the series "ESL/ABE Classroom Strategies." In this tape Rhoda Curtis demonstrates a technique designed to provide free conversation. She uses a stimulus phrase to set up a problem in a given situation. After giving a few brief examples to insure that all the students understand the phrase and the situation, she divides the class into pairs to discuss and write their own dialogue. Some students present their dialogues to the class. Follow up activities are suggested. A narration and interview clarify the rationale, strengths and anticipated results of the lesson. English soundtrack.

15. TITLE: **Cambodia: A Nation in Peril** Color

PRODUCER: CBS, 1979

DESCRIPTION: The film gives an explanation of what was happening in Cambodia under Pol Pot and the setting up of Khmer refugee camps in Thailand. English soundtrack.

16. TITLE: **Our Secret Army** Color approx. 20 Min.

PRODUCER: CBS, 1979

DESCRIPTION: Provides background information on the Hmong army, recruited and supplied by the U.S., which existed in Laos prior to 1975. English soundtrack.

17. TITLE: **Postscript to War: The Indochinese in America** Color 45 Min.

PRODUCER: Downtown Community TV of Philadelphia, Geoffrey O'Conner, 1980

DESCRIPTION: One of the most realistic resettlement films, it deals with the issues of resettlement in Pennsylvania. Included are such topics as employment, exploitation, drinking, heavy work loads in factories, American community attitudes and backlash, religion, and funerals. Several refugee families are visited and discuss their personal resettlement experiences in their own language with English subtitles. English soundtrack.

18. TITLE: **Becoming American** Color 60 Min.

PRODUCER: Iris Films, Ken Levine and Ivory Waterworth, 1982

DESCRIPTION: *Becoming American* follows a Hmong refugee family awaiting resettlement in a remote refugee camp in Northeast Thailand from the time its members learn of their acceptance as immigrants, to the time they are settled in Seattle, Washington, U.S.A. The enormous personal adjustment necessary for the transition of the nine member family from the preliterate world of Northern Laos to the complex American society, becomes the focus of this hour long documentary. English soundtrack.

19. TITLE: **Refugee Road** Color 60 Min.

PRODUCER: Tom Hayes, 1981

DESCRIPTION: This documentary film traces a Lao family's journey to America from a camp in Thailand, where they had spent five years awaiting clearance for resettlement, to their new home in Delaware, Ohio. It follows the course of their integration into American society, and details the difficulties presented by unfamiliarity with everyday objects and situations. Two points are emphasized in the film: the importance of the role of volunteers, as opposed to government, in the resettlement process; and the very strong desire of the family to maintain contact with its culture. English soundtrack.

20. TITLE: **Vietnam Today** Color 20 Min.

PRODUCER: Sierra-World Films, 1974

DESCRIPTION: A dated, but informative look at life in South Vietnam prior to the 1975 change in government. English soundtrack.

21. TITLE: **Fire On The Water** Color 60 Min.

PRODUCER: Robert Hillman

DESCRIPTION: This documentary described the situation facing a Vietnamese fisherman in the gulf of Mexico as some of the citizens in Kemah, Texas object to the refugees' fishing practices and, ultimately, to their presence. The Vietnamese struggle against attacks both by local fishermen in their boats, and local

Klu Klux Klan on their homes. *Fire on the Water* seeks to understand the roots of a common fear today: that there isn't enough to go around any more.

22. TITLE: **Natasin Dance Troupe in Laos** Color 20 Min.

PRODUCER: The Junior League of Des Moines

DESCRIPTION: This film details the history of the Lao Royal Dance Troupe, the efforts made to resettle them as a group, and the adaptations which they and the receiving community made after their arrival.

23. TITLE: **Peace Has Not Yet Been Made** Color 45 Min.

PRODUCER: Dorea Young and John Finck

DESCRIPTION: **Peace Has Not Yet Been Made** is a documentary of a Hmong family's fight to keep their young son out of a Providence, Rhode Island, hospital. The boy was admitted to the hospital for a knife cut on his hand and was later told he needed a kidney operation. The father takes his son from the hospital and remains insistent that his son will not return to "the experimentation house". Pressure is put on the family by Hmong clan leaders, social workers, and the hospital staff to return the boy to the hospital. The film explores quite sensitively how traditional Hmong religious beliefs conflict with Western medical practices.

24. TITLE: **Cambodia On Our Conscience** Color 60 Min.

PRODUCER: Dennis Troute

DESCRIPTION: This T.V. documentary describes the movement of Cambodian refugees across the Thai border in 1979. The film lends a historical perspective to the situation in Cambodia that created the refugee outpouring and describes the relief efforts mounted by many international agencies to care for food, housing, and medical needs of this devastated population.

II. SLIDES

A. Slides with accompanying audio tapes:

1. "Your New Life in the United States," Center for Applied Linguistics in association with Abramowitz Productions, 1982. Five Parts. Available in Cantonese, Hmong, Khmer, Lao, and Vietnamese, and English.

    A. Introduction, 70 slides.
    B. Employment, 60 slides.
    C. Household Maintenance, 63 slides.
    D. Basic Health Care, 56 slides.
    E. Emergency Situations, 63 slides.

2. "Jobs in America," Portland Community College, Portland, Oregon, 1980. Available in English, Khmer, Hmong, Lao, Mien, and Vietnamese.

    1. Automobile Mechanics
    2. Carpenters
    3. Electronics Assemblers
    4. Clothing Machine Operators
    5. Office Workers
    6. Machinists
    7. Licensed Practical Nurses
    8. Welders
    9. Teacher Aides
    10. Data Entry Operators
    11. Cooks
    12. Beauticians
    13. Dental Assistants
    14. Building Maintenance Workers
    15. Drafters

3. Telephoning (Tape of telephone sounds and signals)

B. Without Scripts

- American People
- American Scenes: Rural and Urban
- Asian Markets: Exteriors and Products
- Asian Markets and Business in the U.S.
- Community Services
- Fast Food Services
- Hmong: Thailand and U.S.A.
- Housing: Interiors and Exteriors
- Recreation: Departure and Arrival
- Refugees and Immigrants in the U.S.
- Signs and Advertising
- Supermarkets
- Telephoning
- Transportation in the U.S.